DOCUMENT RESUME

ED 418 111 TM 028 205

AUTHOR	Ingels, Steven; Dowd, Katy
TITLE	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts. Working Paper Series.
INSTITUTION	National Opinion Research Center, Chicago, IL.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-WP-95-07
PUB DATE	1995-01-00
NOTE	154p.; For companion monographs discussing NELS trend comparisons, see TM 028 203 and 028 204.
AVAILABLE FROM	U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue N.W., Room 400, Washington, DC 20208-5652.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Academic Records; *Cohort Analysis; *Comparative Analysis; *Educational Trends; Elementary Secondary Education; Institutional Characteristics; Longitudinal Studies; National Surveys; Response Rates (Questionnaires); Secondary Education; *Student Characteristics; Trend Analysis
IDENTIFIERS	High School and Beyond (NCES); *High School Sophomores; *National Education Longitudinal Study 1988; National Longitudinal Study High School Class 1972

ABSTRACT

The National Education Longitudinal Studies (NELS) program is a long-term effort that now encompasses the educational experience of youth from three decades, the 1970s, 1980s, and 1990s. The NELS program studies the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: (1) the National Longitudinal Study of the High School Class of 1972 (NLS-72); (2) High School and Beyond (HS&B); and (3) the National Education Longitudinal Study of 1988 (NELS:88). This monograph discusses opportunities for drawing comparisons across the cohorts that comprise the three studies, as well as some of the differences in survey content and design that may limit the possibilities of drawing valid comparisons. The focus is on dropouts in 1982 and 1992. A major difference is that the HS&B database contains information only for late dropouts (persons dropping out after the spring term of sophomore year) while the NELS:88 began with an eighth grade cohort. Implications of this design difference are discussed. Issues of the comparability of tenth grade samples and differences in defining dropouts in the two samples are reviewed. Three appendixes (which comprises three-fourths of the document) discuss the second followup dropout questionnaire item overlap and present the 1982 HS&B and 1992 NELS:88 dropout questionnaires. (Contains 23 references.) (SLD)

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ED 418 111

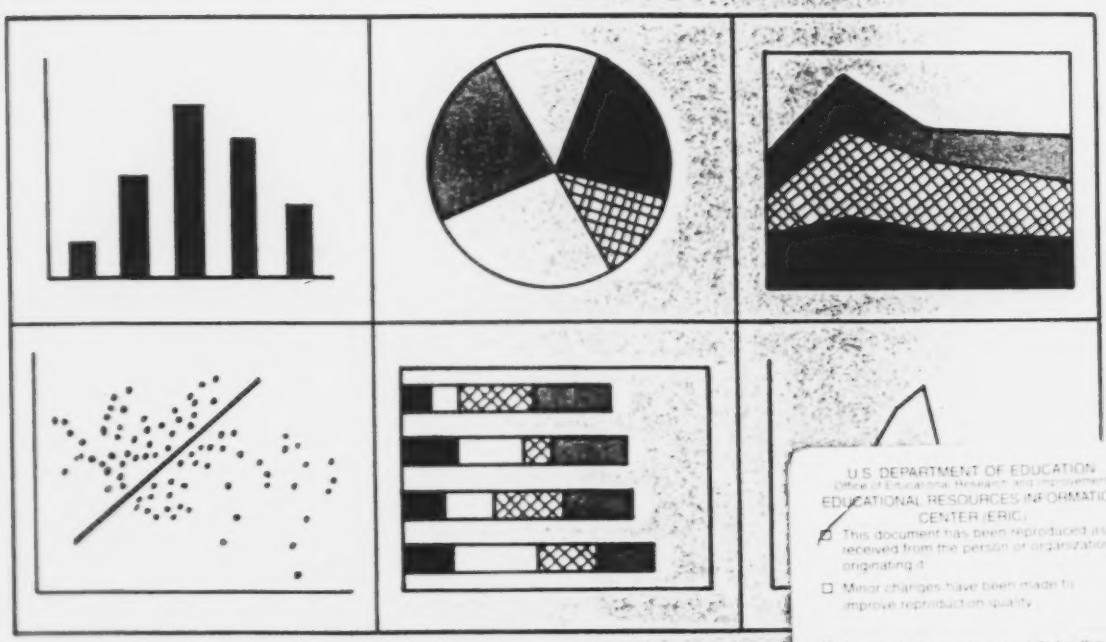
NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

National Education Longitudinal Study of 1988:

Conducting Trend Analyses
HS&B and NELS:88 Sophomore Cohort Dropouts

Working Paper No. 95-07 January 1995



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National Education Longitudinal Study of 1988:

Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts

Working Paper No. 95-07

January 1995

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9/97 reprint

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January 1995

Foreword

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The ***Working Paper Series*** was created in order to preserve the valuable information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series. Consequently, we encourage users of the series to consult the individual authors for citations.

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National Education Longitudinal Study of 1988:

Conducting Trend Analyses
HS&B and NELS:88 Sophomore Cohort Dropouts

Prepared for

National Center for Education Statistics
U.S. Department of Education
Washington, DC

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Preface

The NCES National Education Longitudinal Studies (NELS) program is a long-term effort that now encompasses the educational experience of youth from three decades -- the 1970s, 1980s, and 1990s. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B of 1980); and the National Education Longitudinal Study of 1988 (NELS:88).

Two of the NELS series--HS&B and NELS:88--contain significant samples of dropouts. In the HS&B first follow-up, a dropout questionnaire was administered to 2,289 1980 sophomore cohort members who had left regular high school programs for reasons other than graduation at the time of their former school's survey administration in the spring term of the 1982 school year. In the NELS:88 second follow-up in 1992, a dropout questionnaire was collected from 2,378 of 2,714 sample members.

A major purpose of the NELS series is to provide comparative data at different points in time that are germane to educational policy and that permit examination of trends relevant to educational and career development and societal roles. NELS:88 was designed to permit comparisons with HS&B (sophomore cohort) dropouts, as well as to facilitate cross-cohort comparisons of HS&B and NELS:88 sample members who persisted in their secondary schooling. Because individual dropouts are followed over time, both HS&B and NELS:88 provide a powerful basis for investigating the dynamics of the decision to leave school, as well as the prospects of eventually returning. Taken together, the two studies provide a unique opportunity to investigate similarity and difference over time in the dropout population, the process of disengagement from school, and paths of returning to school or obtaining alternative credentials. There are, however, a number of complexities that must be understood, in order to draw comparisons between HS&B and NELS:88 dropouts.

The HS&B and NELS:88 data sets permit dropouts to be defined in a number of ways; different research objectives may require the use of different definitions. Moreover, there are multiple sources of information about enrollment status and school-leaving events in both NELS:88 and HS&B. Hence, in order to compare 1982 dropouts with 1992 dropouts, a number of decisions must be made about how dropouts are to be defined, and care must be taken to rigorously enforce the same definition on both data sets. In addition, while the methodologies of the two studies were essentially similar, there are subtle differences as well, and there is both overlap and discontinuity in the content of the two dropout instruments.

This monograph provides information that will assist researchers in designing comparative analyses of HS&B and NELS:88 dropouts. The document provides a general overview of trend comparison issues in NLS-72, HS&B, and NELS:88. It then addresses the focal question of this monograph: in what ways, and with what limitations, may HS&B 1982 dropouts and NELS:88 1992 dropouts be compared?

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Acknowledgements

This monograph was prepared by Steven Ingels and Katy Dowd of the National Opinion Research Center (NORC) at the University of Chicago. Technical review of this document was provided by NCES staff members Peggy Quinn, Marilyn McMillen, Ralph Lee and Jeff Owings. The authors wish to thank each of these individuals for their careful reading of this document and for their valuable suggestions. the authors also benefitted substantially from suggestions by Phil Kaufman of MPR Associates.

Karen Sutherlin of NORC assisted in the final processing of this manuscript. Steven Ingels is the Project Director for the NELS:88 Second Follow-up; Katy Dowd was the Project Manager for the the Dropout, Student, and Transcript Components of the Second Follow-up. Peggy Quinn is the NCES Project Officer.

Introduction

This methodology monograph addresses the use of the HS&B first follow-up and NELS:88 second follow-up databases to draw comparisons between dropouts in 1982 and dropouts in 1992.

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary students, NCES instituted the National Education Longitudinal Studies (NELS) program, a continuing long-term project. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades -- the 1970s, 1980s, and 1990s. A brief description of these studies follows.

The National Longitudinal Study of the 1970s: NLS-72. The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems. Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed. Given the study's starting point of high school seniors, NLS-72 does not supply data on high school dropouts.

High School and Beyond of the 1980s: HS&B. The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring term of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, four follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; one in the spring of 1986, and (for the sophomore cohort only) one in the spring of 1992. The HS&B sophomore cohort provides a rich database for studying dropouts. However, the HS&B database contains information only for "late dropouts" (that is, individuals who dropped out after the spring term of sophomore year). This limitation was addressed

by the successor study, NELS:88, which began with an eighth grade cohort. Implications of this major design difference are discussed below.

The National Education Longitudinal Study of 1988. The **base year** of the National Education Longitudinal Study of 1988 (NELS:88) represented the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. The base year study, conducted in the spring term of the 1987-88 school year, selected 26,432 potential eighth grade participants, of whom 24,599 were successfully surveyed in 1,052 public and private schools. Additional data were gathered from eighth graders' parents, teachers, and principals.

The **first follow-up** in 1990 provided the first opportunity for longitudinal measurement of the 1988 baseline sample. It also--after sample freshening[1]--provided a comparison point to high school sophomores ten years before, as studied in HS&B. One of the chief goals of the NELS:88 design has been to capture in a longitudinal data set the entire subpopulation of school dropouts from within a high school entry cohort.[2] Unlike HS&B, the NELS:88 first follow-up captured the population of early dropouts (those who leave school between the end of eighth grade and the end of tenth grade), while monitoring the transition of the student population into secondary schooling.

The **second follow-up** took place in 1992, when most sample members entered the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. Freshening the NELS:88 sample to represent the twelfth grade class of 1992 makes trend comparisons with the senior cohorts that were studied in NLS-72 and HS&B possible. The NELS:88 second follow-up resurveyed students who were identified as dropouts in 1990, and identified and surveyed those additional students who left school after the first follow-up.

The NELS:88 **third follow-up** is taking place in 1994, with most sample members in postsecondary education or in the labor force. A major goal of the 1994 round is to provide data for trend comparisons with NLS-72 and HS&B, and to continue cross-wave comparisons with previous

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[1] The process of "freshening" added spring term 1990 sophomores who were not in the base year sampling frame, either because they were not in the country or because they were not in eighth grade in the spring term of 1988. The 1990 freshening process that provided a representative NELS:88 sophomore cohort was repeated in 1992 in order to provide a NELS:88 senior cohort, that is, a nationally representative sample of students enrolled in twelfth grade in the spring term of 1992.

[2] An important implication of this is that 1992 NELS:88 dropouts who left school before the spring term of the 1990 school year or who were eighth grade cohort members who were in a grade other than grade 10 at that time, *cannot be compared to HS&B dropouts*. (The NLSY sample, drawn from individuals 14-21 years of age on January 1, 1979, does provide a comparable sample of early dropouts.) It is uncertain what proportion HS&B was able to capture of the dropouts within age or grade cohorts entering secondary school at the time. However, it can be said how NELS:88 dropout statistics would differ, had the study begun, as did HS&B, with spring term sophomores. Using a definition of a dropout as an individual who is out of high school and receiving no alternative instruction, the proportion of the 1988 eighth grade cohort that was out of school in the spring term of 1992 was 11.6 percent. Using the same definition of 1992 enrollment status, and looking at the NELS:88 1990 sophomore cohort (that is, including 1990 freshened sophomores and excluding 1988 eighth graders who were not sophomores two years later), the dropout rate is 6.2 percent. (For details, see McMillen, Kaufman, Hausken and Bradby, 1993, Tables 19 and 21.)

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to school and by what route, and will measure the ac
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The three NELS data series--NLS-72, HS&
points for comparison. The possible comparison p
which may affect the comparability of data across the
summary, the focal question of this monograph--use
comparisons--is addressed. An appendix document
and 1992 dropout questionnaires.

will provide a basis for assessing how many dropouts have returned measure the access of dropouts to vocational training programs and A **fourth follow-up** is scheduled for 1998.

–NLS-72, HS&B, and NELS:88–offer a number of possible time e comparison points, and the considerations of content and design f data across the cohorts, are summarized below. Subsequent to this onograph–use of HS&B and NELS:88 data for cross-cohort dropout ndix documents specific comparison items that appear on the 1982

Comparing HS&B and NELS:88 Sophomore Cohort Dropouts

There are special considerations in comparing the NELS:88 and HS&B dropout and early graduate populations. Dropouts--particularly in the sense of who was assigned a dropout questionnaire--were somewhat differently defined in the two studies. For example, in the NELS:88 second follow-up, dropouts who had obtained alternative credentials such as a GED were administered the student rather than the dropout questionnaire, along with the early graduate supplement. In HS&B such alternative completers were administered the dropout questionnaire and were not included in the early graduate supplement. Questionnaire assignment in the two studies is summarized in Table 1 below:

Table 1: Dropout and Student Questionnaire Assignment, HS&B (1982) and NELS:88 (1992)

HS&B (1982)	questionnaire	NELS:88 (1992)	questionnaire
enrolled in high school	student	enrolled in high school	student
graduated early	student (including early grad supplement)	graduated early or have already received GED	student (including early grad supplement)
not enrolled in HS, but enrolled in GED preparation classes or other special program or have received GED	dropout	not enrolled in HS, but enrolled in GED preparation classes or other special program, but have *not* received GED or equivalent	dropout
dropout (haven't attended school for 20 consecutive days or more	dropout	dropout (haven't attended school for 20 consecutive days or more)	dropout

Use of appropriate subgroup membership flags permits the analyst to define dropouts in the same way in both HS&B and NELS:88; however, for respondents such as GED holders, some items that otherwise would be available cannot be compared because members of this group were treated as dropouts in HS&B. Some further alternatives and complexities in comparing HS&B and NELS:88 dropouts are worth noting.

One issue is the comparability of the HS&B and NELS:88 tenth grade samples. In order to understand the NELS:88 tenth-grade sample, one must first look at the eighth-grade sample. Because NELS:88 began with eighth graders, care was taken to ascertain which eighth graders two years later had remained in modal grade sequence, and which had not. Out-of-sequence eighth graders were not accorded sophomore cohort status. Nevertheless, because of the broad way that NELS:88 first follow-up defined a student--as anyone receiving any form of instruction--no doubt some individuals included in

NELS:88 would not have appeared in the HS&B sophomore sampling frame. For example, a handful of 1988 eighth graders were in a home study situation by 1990, but may still have been doing tenth-grade course work (1990 home study students are, however, identifiable, through the enrollment status flag F1F2DOST). Some individuals were also receiving academic or vocational instruction outside regular high schools. In part, this situation is comparable to HS&B, which included sophomores in alternative schools (defined as a school "in which a significant portion of a student's time is spent in non-classroom activities") as a base year sampling stratum. In part, it is not comparable, since non-diploma alternative instruction outside a regular or alternative high school fell outside the HS&B sampling frame. A further possible difference between the sophomore sampling frames in 1980 and 1990 might appear to be eligibility differences, insofar as such statuses can change and some eighth-grade ineligibles might have been tenth grade eligibles. However, this potential difficulty was addressed by the base year ineligibles study in the first follow-up, which inducted into the 1990 round excluded 1988 eighth graders who had since become eligible (for example, through becoming sufficiently versant with the English language to complete the survey forms).

To compare HS&B and NELS:88 sophomore cohort dropouts, one must select participants from the NELS:88 sophomore cohort (G10COHRT = 1), employ the correct weights (FUWT for HS&B [called FU1WT in later files] and F2QWT for NELS:88), and define the dropout population according to one of the options described below.[3]

The importance of choosing with care the dropout definition most clearly aligned with one's analysis questions is underlined by the fact that different dropout definitions may underwrite different conclusions. For example, HS&B data suggest, when dropouts and alternative completers are lumped together, that males are more likely than females to drop out. However, if alternative completers are excluded from the analysis, males are no more likely to drop out than females.[4]

There are three basic options for defining sophomore cohort dropouts in NELS:88. We will sketch these three options, beginning with the most inclusive, and ending with the least inclusive. Definition 1--the most inclusive--is as follows:

[3] This example employs the cross-sectional (1982 and 1992) sophomore weights. Note that for HS&B, the sophomore cross-sectional weight, FUWT, was created in the first follow-up, and that FU1WT is a version of the 1982 cross-sectional weight that is adjusted for the sample retained in the HS&B second follow-up (1984). Which weight will be appropriate depends upon whether one is using the full 1982 file (FUWT) or the 1984 subsample (FU1WT). In addition, 1980-82 longitudinal findings may be compared to 1990-92 findings. The 1980-82 sophomore cohort weight created in the first follow-up is PANELWT; the 1990-92 sophomore cohort longitudinal weight is F2F1PNWT.

[4] McMillen, Kaufman, Hausken and Bradby, 1993.

– Definition 1 –

A dropout is an individual who has left a regular high school diploma program and meets any of the following three defining conditions:

a. has obtained an alternative credential (usually, the GED);

b. is taking classes in preparation for the GED exam or receiving instruction for other alternative credentialling;

c. holds neither diploma nor equivalency certification, and is receiving no academic instruction--neither regular nor alternative.

Definition 1 is essentially the HS&B definition of a dropout. Although it had not been anticipated at the time of the HS&B first follow-up that there would be individuals who fell in category "a", 302 of the 2,289 dropout questionnaire completers reported that they already had obtained their GED or high school equivalency certification.[5] In working with the HS&B files, the analyst would take all cases identified in the first follow-up as dropouts, that is, FUSTTYPE = 2, amounting to 13.6 percent, weighted, of the HS&B sophomore cohort. In NELS:88, this same population can be identified through the enrollment status indicator F2DOSTAT)[6], and amounts to 10.1 percent of the NELS:88 sophomore cohort two years later. However, NELS:88 used a modified version of this definition to determine who would be administered a dropout questionnaire (in NELS:88, those meeting condition "a" above were regarded as completers and administered a student questionnaire; sophomore cohort dropouts who had already completed a GED are a rare population in both studies, though larger numbers of NELS:88 eighth-grade cohort 1990 status dropouts had earned a GED by 1992). Even though members of group "a" above

[5] Barro and Kolstad (1987) note that "to have completed a GED by spring 1982 is to have done so in less time than would have been required to graduate from regular high school"; some of these reports may be inaccurate, but we know that some dropouts do achieve this paradoxical result.

[6] To capture this definition, NELS:88 sophomore cohort members with F2DOSTAT = 3, 4, or 5 should be included. Some individuals with F2DOSTAT = 3 will have completed the student questionnaire (GED recipients) while others will have completed the dropout questionnaire (receiving alternative instruction but have not received a GED or other equivalency certification). F2DOSTAT permits identification of dropouts according to either the NELS:88 first follow-up definition of a dropout (i.e., dropouts only: use values 4 and 5) and the HS&B definition. F2DOSTAT values are as follows:

0 = student (sample member was not a school dropout or a stopout in the second follow-up)
1 = enrollment status was not determined (includes out-of-country, deceased, and enrollment status unknown cases)
2 = stopout (sample member dropped out of school at one time in second follow-up, but subsequently returned to school)
3 = alternative completer (passed HS equivalency exam or enrolled in or completed a non-traditional HS program)
4 = dropout--school confirmed (sample member was reported by the school to be a dropout but status was not also confirmed by sample member and/or family).
5 = dropout--doubled confirmed (sample member dropped out of school--confirmed by sample member and/or family).

were not administered the dropout questionnaire in NELS:88, a more limited set of comparisons is possible using this definition, based on student questionnaire items that overlap with the dropout questionnaire on NELS:88 and were also asked in HS&B.

Dropout definition 2 drops condition "a" from definition 1 (has received GED or equivalent) above:

– Definition 2 –

A dropout is an individual who has left a regular high school diploma program and meets either of the following two defining conditions:

a. is taking classes in preparation for the GED exam or receiving instruction for other alternative credentialling;

b. holds neither diploma nor equivalency certification, and is receiving no academic instruction--neither regular nor alternative.

This definition was used in the NELS:88 second follow-up to determine who would be administered a dropout questionnaire. Using this definition, one can compare HS&B and NELS:88 dropouts by selecting all NELS:88 sophomore cohort dropout questionnaire completers (F2QFLG = 2 and F2DOSTAT = 3, 4 or 5), and then GED completers. In HS&B, GED completers were assigned the dropout questionnaire. In general, GED completers in NELS:88 were assigned the student questionnaire; however, some sample members who did not report having the GED at the time of screening did report having a GED or other equivalency certification when they completed a dropout questionnaire. To exclude HS&B GED completers, select FD16 = 4 for cases where FUSTTYPE = 2. To exclude the NELS:88 GED completers who completed a dropout questionnaire, exclude cases where F2DOSTAT = 3 *and* F2D31 = 1.[7]

Conceptually, the analyst in this case must be committed to viewing students enrolled in high school diploma programs as categorically distinct from students preparing for an alternative credential, who in turn would be regarded as essentially similar to dropouts. However, for many research purposes, one might want to isolate school leavers who are not receiving alternative instruction.

Definition 3, which is essentially the definition of dropping out employed in the NELS:88 first follow-up, permits investigation of this group.

[7] The NELS:88 cohort dropout definition is based on enrollment status in the spring term of 1992. Nevertheless, data collection continued into the summer. There are, therefore, some sample members who were surveyed after the end of the spring term and reported having received a GED in the summer of 1992. These individuals should be regarded as dropouts under definition 2, because the HS&B and NELS:88 cohort dropout definitions are temporally bound by the spring term. Therefore, where F2D31 = 1 but F2D32 = June 1992 or later, these cases ($N = 5$) should be classified as spring cohort dropouts.

– Definition 3 –

A dropout is an individual who has left a regular high school diploma program and meets the following defining condition: that individual has not received a diploma or an alternative credential and is currently receiving no academic instruction--neither regular nor alternative.

NELS:88 second follow-up gathered information that permits this definition to be used in the 1992 study. This group is clearly identified on the NELS:88 data files (F2DOSTAT = 4 or 5), and can be approximated within the HS&B data set. In both HS&B and NELS:88, assignment of the dropout questionnaire was based on a data collection screener; for both screeners, the essential distinction was whether one was enrolled in a high school diploma program or not.[8] For HS&B, while there are questionnaire items that inquire into alternative program status, there are three reasons why questionnaire responses cannot be mapped to the screener definitions with absolute precision: a) not everyone who was screened for enrollment status participated (2,601 dropouts were identified according to the screener criteria, and 2,289 completed a dropout questionnaire); b) there may be inconsistency or error in either screener or questionnaire; and c) the questionnaire data allow GED enrollees to be removed but not enrollees in other equivalency programs. However, given use of weighted data that reflect high response rates, given the normally trivial level of inconsistency between screener and questionnaire data, and given that the overwhelming majority of alternative completers travel the GED route[9], these considerations should not pose an obstacle to deriving a workable approximation of definition 3 from the HS&B data. Two suggestions for this operationalization appear below. Each gives slightly different results.

The first suggestion for making the HS&B definition equivalent to the NELS:88 definition is as follows. Modify FUSTTYPE = 2 by subtracting from the result two classes of cases:

a. If HS&B FD16 (plans to go back to high school for a diploma or GED) was coded as a 4 (already have GED or equivalent) then the respondent is regarded as a school completer, not a dropout; and,

b. If FD36AA ("Between the time you left high school and February 1982, have you participated in a GED program") is coded as Yes (=1) then the respondent is regarded as a student, not a dropout.

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[8] Status assigned from the screener and questionnaire data cannot be unambiguously compared for NELS:88 second follow-up. For example, a student may have answered the program type question (F2S12A) by indicating "alternative, stay-in-school, or dropout prevention program". This response is consistent with screener classification as a student (as opposed to an alternative completer), since the screener definition restricted alternative completer status to sample members enrolled in a program that did not lead to a high school diploma.

[9] Cameron and Heckman (1993) indicate that in 1987, 84.5 percent of all new high school credentials were issued through traditional course attendance high school programs, 14 percent through equivalency certification on a standardized examination for high school dropouts, and the remainder (between one and two percent) through night schools or other formal adult education programs (p.4). Of exam-certified dropouts, they indicate (p.5) that GED certified "well in excess of 90 percent of all exam-certified high school graduates over the period 1970-87". Of course, the bulk of individuals in HS&B and NELS:88 attempting to complete high school through an alternative route had not yet (in 1982 or 1992) accomplished their goal.

This scheme (employed in McMillen, Kaufman, Hausken, and Bradby, 1993) yields an HS&B dropout rate of 10.9 percent, compared to the 13.6 percent reported in Barro and Kolstad (1987) and reflecting definition 1 above.

An alternative approach offers a similar result but is slightly more conservative.[10] Because some individuals who answered yes to FD36AA (have participated in a GED program) may have dropped out of the program without obtaining a credential, or may have completed the program but not taken the GED test or have failed the GED test, further refinements in the HS&B specifications may be desirable. Hence one may wish to remove from the HS&B dropout pool only those alternative students/completers who report either that they already have a GED or equivalent (FD16 = 4), or are currently participating in a GED preparatory program (FD36AA=1 and FD36F=3). When one follows these more restrictive specifications, the resulting dropout rate is 11.4 percent. There will be a very small difference in the number of HS&B cases that contribute to a dropout comparison with NELS:88, based on which of these two operationalizations the analyst chooses.

Table 2 further illustrates the issues involved in choosing a dropout definition for HS&B and NELS:88 comparisons. Table 2 shows that for the HS&B first follow-up (1982), a 13.6 percent cohort dropout rate was reported.[11] That is, 13.6 percent of spring term 1980 high school sophomores were found to be out of school (for reasons other than early graduation) in the spring term of 1982.[12] A decade later, the comparable rate derivable from NELS:88 second follow-up--calculated based on the eligible sample of questionnaire completers using an HS&B-comparable definition of dropouts (including those following an alternative high school completion route, and those who already had obtained a GED or other equivalency certification)--is 10.1 percent. On the other hand, if a NELS:88 first follow-up definition of student and dropout is enforced on HS&B--that is, dropouts are regarded as those individuals who have 1) left high school and 2) are receiving no academic instruction--then dropout rates and sample numbers are lower. Specifically, the HS&B sophomore cohort dropout rate falls to 10.9 (or to 11.4) percent and the NELS:88 sophomore cohort dropout rate is reduced to 6.2 percent.

This discussion has stressed the cohort dropout rate (enrollment status of the HS&B and NELS:88 sophomore cohorts in the spring terms of 1982 and 1992 respectively) since status at this time point determined whether individuals would be administered a dropout questionnaire. Some individuals who may have been enrolled in spring term had prior dropout events (as captured, for example, by NELS:88 F2DOSTAT = 2 or HS&B TRSTYPE = 3). Additional event and spring status dropout indicators are available in the data sets. For example, both HS&B and NELS:88 collected high school transcripts. School records information may confirm, supplement, or even contradict other sources of enrollment status information. The TRSTYPE variable on the HS&B third follow-up (1986) sophomore cohort release indicates who was a dropout according to school records at the time of the first follow-up survey, who was not a dropout at the time of being surveyed but nevertheless dropped out prior to the end of the term, and who stopped out, that is, attendance gaps registered in academic transcripts). On the NELS:88 high school transcript file, two variables give school-reported exit status, and thus identify dropouts: F2RTROUT, and F2REASL. Because school records contradict other sources of enrollment status, the

[10] This approach is based on a suggestion offered by Phil Kaufman.

[11] The very small number of Spanish-language questionnaire completers were excluded from calculation of this rate.

[12] For further details of the 13.6 percent calculation, see Barro and Kolstad, 1987, pp.16-18; and Frase, 1989, pp.83-84, on alternative HS&B definitions and rates.

Table 2: Three ways to define dropouts for cross-cohort (HS&B 1982 - NELS:88 1992) comparisons

Comparison 1. Sophomore Cohort Dropouts: Most Inclusive Definition (HS&B)		
Definition of a Dropout:	Any member of the sophomore cohort (HS&B 1980, NELS:88 1990) who was not enrolled in high school at the time of the survey (HS&B 1982, NELS:88 1992) is considered a dropout. Note: this definition determined which sample members were administered the dropout questionnaire in HS&B.	
Specifications for Operationalizing this Definition:	HS&B: Include all HS&B dropout cases (that is, FUSTTYPE = 2).	NELS:88: Include all NELS:88 dropout questionnaire completions, plus overlap data for NELS:88 second follow-up student questionnaire completers by using all sophomore cohort cases identified on the 1992 enrollment status variable (F2DOSTAT) as alternative completers or dropouts.
Statistics for this Definition:	HS&B: No. of Cases in the Sample, Unweighted N=2584 National Population Estimate, as a proportion=13.6%	NELS:88: No. of Cases in the Sample, Unweighted N=1446 National Population Estimate, as a Proportion=10.1%

Comparison 2. Sophomore Cohort Dropouts: (Modified HS&B) Definition		
Definition of a Dropout:	Any member of the sophomore cohort (HS&B 1980, NELS:88 1990) who was not enrolled in high school and had not graduated from high school and had not obtained equivalency certification (e.g., the GED) at the time of the survey (HS&B 1982, NELS:88 1992) is considered a dropout. Note: this definition was used in determining who was administered the NELS:88 dropout questionnaire in 1992.	
Specifications for Operationalizing this Definition:	HS&B: Include all HS&B dropout questionnaire completers except GED recipients (response 4, "Already have GED or equivalent" on FD16).	NELS:88: Include all NELS:88 dropout questionnaire completers except GED recipients (response 1, "I have a GED or other equivalent" on F2D31).
Statistics for this Definition:	HS&B: No. of Cases in the Sample, Unweighted N=2282 National Population Estimate, as a proportion=11.6%	NELS:88: No. of Cases in the Sample, Unweighted N=967

Table 2 (cont'd): Three ways to define dropouts for cross-cohort (HS&B 1982 - NELS:88 1992) comparisons

Comparison 3A. Sophomore Cohort Dropouts: Least Inclusive Definition (NELS:88 first follow-up).		
Definition of a Dropout:	Any member of the sophomore cohort (HS&B 1980, NELS:88 1990) receiving no formal instruction and who had not graduated from high school at the time of the survey (HS&B 1982, NELS:88 1992) is considered a dropout. Note: sample members who had earned a GED or other equivalency certificate are regarded as high school completers; sample members who are preparing for the GED exam or are receiving any other form of instruction are classified as students. This definition conforms to the individuals who were administered the dropout questionnaire in the NELS:88 first follow-up.	
Specifications for Operationalizing this Definition:	HS&B: The following should be subtracted out of the sample of dropout questionnaire completers: GED holders (FD16, see Comparison 2 above **and** those who answered yes (response 1) to FD36AA.	NELS:88: Include all NELS:88 second follow-up "dropout" category from F2DOSTAT from sophomore cohort, excluding students and alternative completers.
Statistics for this Definition:	HS&B: No. of Cases in the Sample, Unweighted N=2162. National Population Estimate, as a proportion =10.9%	NELS:88: No. of Cases in the Sample, Unweighted N=801 National Population Estimate, as a proportion=5.4%.

Comparison 3B. Sophomore Cohort Dropouts: Least Inclusive Definition (NELS:88 first follow-up).		
Definition of a Dropout:	Any member of the sophomore cohort (HS&B 1980, NELS:88 1990) who was not enrolled in high school, had not graduated from high school, had not obtained equivalency certification, *and* was not participating in an equivalency certification program is considered a dropout.	
Specifications for Operationalizing this Definition:	HS&B: Include all HS&B dropout questionnaire completers, except GED recipients (response 4 to FD16) and participants in GED programs (response 1 to FD36AA *and* response 3 to FD36F).	NELS:88: Include all NELS:88 1992 dropout questionnaire completers who were 1990 sophomores and are not receiving alternative instructions.
Statistics for this Definition:	HS&B: No. of Cases in the Sample, Unweighted N=2233. National Population Estimate, as a proportion=11.4%.	NELS:88: No. of Cases in the Sample, Unweighted N=801 National Population Estimate, as a proportion=5.4%.

NELS:88 student and transcript component files include a variable that identifies inconsistencies among different sources of a sample member's enrollment status. This variable is F2TRSTYP.

HS&B, NELS:88 Content Overlap. Content (and format) overlap across the studies should be viewed in terms of questionnaire, cognitive test, and transcripts data.

Questionnaire Overlap. The following appendix summarizes questionnaire items that overlap across the two dropout cohorts. There are many topics that are covered in one study but not the others, or that are covered by questions that are substantially (or subtly) different. Nonetheless, a core of items is comparable across HS&B and NELS:88.

Some items are repeated in identical form. Others are essentially similar despite small differences in wording or response categories; analysts must exercise their own judgments about comparability in such cases. For a number of items with like question wording, dissimilar response categories were employed. In many such cases, comparability can be achieved by recoding the response categories so that they are compatible.

Cognitive Test Comparability. There are common items in the HS&B and NELS:88 mathematics tests that provide a basis for equating 1980-1990 and 1982-1992 math results. The overwhelming majority of NELS:88 dropouts have baseline test data; however, cognitive test results were collected for just less than half the dropout sample in the follow-up rounds. Follow-up test results for dropouts were much better in HS&B: 78 percent (2,034 of 2,601) of 1982 dropouts completed the test battery.[13]

Transcripts Comparability. The HS&B (1982), NAEP (1987, 1990) and NELS:88 high school transcript studies were designed to support comparisons. The HS&B and NELS:88 studies include transcripts for the dropout sample; the NAEP transcript studies do not.

Need for Caution in Comparing Data Across Cohorts. Though the studies were designed to be as comparable as possible, caution must nonetheless be exercised in comparing HS&B and NELS:88 data. Response rates differed in the surveys (though for dropouts quite comparable response rates were achieved) and the characteristics of the nonrespondents may differ somewhat across the studies as well. While nonresponse adjustments in the weights serve to compensate for nonresponse, no adjustment procedure can do so perfectly. Item response rates for questions that appear in both surveys differ as well though item nonresponse is lower in the HS&B and NELS:88 dropout questionnaires than in the student instruments.

Differences in context and question order for trend items in the questionnaires, and other factors such as differences in data collection methodology, may also influence the accuracy of intercohort comparisons.[14] For example, while data collection procedures in NELS:88 were closely modelled on

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[13] Cognitive test data (from the ASVAB/AFQT) are also available for the NLSY sample of school completers and dropouts (see Bock and Moore, 1986); HS&B dropout test results are discussed in Alexander, Natriello and Pallas, 1985.

[14] The difficulty of introducing content or procedural innovations while maintaining comparability for trend measurement purposes is richly illustrated by the NAEP experience--see especially Beaton, A.E., and Zwick, R. (1990) *Disentangling the NAEP 1985-86 Reading Anomaly* for an account of an important instance in which the effects of changes in measurement seemingly were larger than the trend effects to be measured.

those of HS&B, there were some small differences which could affect dropout counts. Suppose a sample member was absent on survey day and was not then a dropout according to the twenty consecutive absences definition. Suppose that same individual met the conditions of the dropout definition at the time a second attempt was made to survey them. HS&B always considered the respondent to be the same status he or she was on the school's survey day. However, in NELS:88, if an absent-on-survey-day individual met the official dropout definition by the date of the make-up attempt, that individual was surveyed as a dropout.

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Appendix A

NELS:88 Second Follow-Up Dropout Questionnaire Item

Overlap With Other

NELS:88 Questionnaires and the HS&B Dropout Questionnaire

Note: This questionnaire content crosswalk identifies items that are similar across the 1982 and 1992 dropout surveys of HS&B and NELS:88, as well as across other NELS:88 survey instruments. The wording of these items is not always identical, nor are the response options always exactly the same. Researchers contemplating comparative analyses should check all selected items for nuances that could convey differences in meaning. In addition to examining wording changes in the items, analysts should be attentive to any differences in item format or context.

NELS:88 Dropout Data File Crosswalk

A = NELS:88 Second Follow-Up Dropout
B = NELS:88 Second Follow-Up Student
C = NELS:88 First Follow-Up Dropout
D = NELS:88 First Follow-Up Student
E = NELS:88 Base Year Student
F = HS&B Sophomore 1982 Dropout

QUESTION NUMBER						QUESTION WORDING
A	B	C	D	E	F	
5a	73	88	--	--	58	What is your marital status
5b	--	--	--	--	62A	Date of marriage to current spouse
5c	--	--	--	--	--	Is address and phone of spouse same
5d	--	--	--	--	--	Name of current or ex-spouse
5e	5a	--	110	--	35a	Today's date
5f	5b	--	--	--	--	Social Security Number
6	--	7	--	--	6	Date of last school attendance
7	--	8	5	--	7	Grade of last school attendance
8	--	9	--	--	--	Did you pass last grade
9Aa	--	6b	--	--	12f	Left school-for a job
9Ab	--	6c	--	--	12i	Left school-did not like
9Ac	--	6d	--	--	12o	Left school-trouble with teachers
9Ad	--	6e	--	--	12p	Left school-trouble with students
9Ae	--	6f	--	--	--	Left school-wanted a family
9Af	--	6g	--	--	12c	Left school-due to pregnancy
9Ag	--	6h	--	--	--	Left school-father/mother of baby
9Ah	--	6i	--	--	12e	Left school-to support family
9Ai	--	6j	--	--	12a	Left school-suspended
9Aj	--	6k	--	--	12j	Left school-unsafe
9Ak	--	6l	--	--	12k	Left school-wanted to travel
9Al	--	6m	--	--	12l	Left school-friends dropped out
9Am	--	6n	--	--	--	Left school-care for family member
9An	--	6o	--	--	12a	Left school-expelled
9Ao	--	6p	--	--	--	Left school-did not belong
9Ap	--	6q	--	--	--	Left school-couldn't keep up
9Aq	--	6r	--	--	12d	Left school-poor grades/failing
9Ar	--	6s	--	--	12b	Left school-got married
9As	--	6t	--	--	--	Left school-changed schools
9At	--	6u	--	--	--	Left school-couldn't work and study
9Au	--	--	--	--	--	Left school-drug/alcohol problem
9Av	--	--	--	--	--	Left school-other
9B	--	--	--	--	--	Description of reasons left school
10a	--	--	--	--	--	Before last left, miss school month
10b	--	--	--	--	--	First time miss school for a month
11	--	--	--	--	--	Date you returned to school
12a	--	--	--	--	--	Second time miss school for a month
12b	--	--	--	--	--	Date missed school second time
13a	--	--	--	--	--	Did you return again

A	B	C	D	E	F	QUESTION WORDING
13bM	--	--	--	--	--	Month returned to school
13bY	--	--	--	--	--	Year returned to school
14a	--	--	--	--	--	Did you attend school during '90-'91
14b	--	--	--	--	--	Number of school days missed '90-'91
15	--	10	--	--	8A	Name and location of last school
16	--	--	--	--	--	Did you attend this school '90-'91
17a	--	--	--	--	17	Was leaving school a good decision
17b	--	--	--	--	17a	Explain why or why not
18a	7a	12b	7b	59b	--	There was real school spirit
18b	7b	12e	7e	--	--	Students friends other racial groups
18c	7c	12g	7g	59f	--	Teaching was good
18d	7d	12h	7h	59g	--	Teachers interested in students
18e	7f	12n	7n	59l	--	Disruptions effected learning
18f	7e	12m	7m	59k	--	Did not feel safe at school
18g	7g	--	--	--	--	Fights occurred between racial groups
18h	7h	--	--	--	--	There were many gangs in school
19a	9a	15a	10a	77	--	Late for school
19b	9b	15b	10b	76	--	Cut or skipped classes
19c	9c	--	--	75	--	Missed a day of school
19d	9d	15c	10c	--	--	Trouble for not obeying rules
19e	9e	15d	10d	--	--	Put on in-school suspension
19f	9f	15e	10e	--	--	Suspended or put on probation
19g	9g	15f	10f	--	--	Transferred for disciplinary reasons
19h	9h	15g	10g	--	--	Arrested
19i	9i	15h	--	--	--	Spent time in juvenile detention
20	12a	16	20	49	9	High school program description
21a	--	29b	--	--	--	School offered to send to other school
21b	--	29c	--	--	--	School offered a special program
21c	--	29d	--	--	--	School offered special tutoring
21d	--	29e	--	--	--	School offered help on missed work
21e	--	29f	--	--	--	School offered help with personal problems
21f	--	29g	--	--	--	School offered return with certain GPA
21g	--	29h	--	--	--	School offered return if no more skipping
21h	--	29i	--	--	--	School offered return if obey rules
21i	--	29j	--	--	--	School tried to talk into staying
21j	--	29k	--	--	--	School told me I couldn't come back
21k	--	29l	--	--	--	School expelled or suspended me
21l	--	--	--	--	--	School called or visited home
22a	--	30a	--	--	--	Parents offered to send to other school
22b	--	30b	--	--	--	Parents offered a special program
22c	--	30c	--	--	--	Parents offered special tutoring
22d	--	30d	--	--	--	Parents offered help on missed work
22e	--	30e	--	--	--	Parents offered help with personal problems
22f	--	30f	--	--	--	Parents tried to talk into staying
22g	--	30g	--	--	--	Parents told me it was "OK" to leave school
22h	--	30h	--	--	--	Parents told me they were upset
22i	--	30j	--	--	--	Parents punished me for leaving

A	B	C	D	E	F	QUESTION WORDING
22j	--	30k	--	--	--	Parents told me it was my decision
22k	--	--	--	--	--	Parents called principal/teacher
22l	--	--	--	--	--	Parents called school counselor
22m	--	--	--	--	--	Parents offered outside counseling
23	--	--	--	--	38	Since dropping out, enrolled other
24a	--	27a	--	--	--	Past 2 yrs-check alternative school
24b	--	27b	--	--	--	Past 2 yrs-saw a counselor
24c	--	27c	--	--	--	Past 2 yrs-went to youth center
24d	--	27d	--	--	--	Past 2 yrs-went to family counseling
24e	--	27e	--	--	--	Past 2 yrs-work for religious group
24f	--	27j	--	--	--	Past 2 yrs-in drug rehabilitation
24g	--	27k	--	--	--	Past 2 yrs-alcohol rehabilitation
24h	--	27l	--	--	--	Past 2 yrs-failed competency test
24i	--	27m	--	--	--	Past 2 yrs-held back a grade
24j	--	--	--	--	--	Past 2 yrs-failed a course in school
25	--	--	--	--	--	Participation in alternative program
26a	--	--	--	--	--	Date of most recent alternative
26b	--	--	--	--	--	Currently enrolled in alternative
26c	--	--	--	--	--	Date left most recent alternative
27a	--	--	--	--	--	Parents referred to alternative
27b	--	--	--	--	--	Sibling referred to alternative
27c	--	--	--	--	--	Teacher referred to alternative
27d	--	--	--	--	--	Principal referred to alternative
27e	--	--	--	--	--	Counselor referred to alternative
27f	--	--	--	--	--	Friend referred to alternative
27g	--	--	--	--	--	Relative referred to alternative
27h	--	--	--	--	--	Priest referred to alternative
27i	--	--	--	--	--	Social worker referred
27j	--	--	--	--	--	Adult friend referred
27k	--	--	--	--	--	Self referred
27l	--	--	--	--	--	Chose the program alone
28	--	--	--	--	--	Why entered alternative program
29a	--	--	--	--	--	At program - special instruction
29b	--	--	--	--	--	At program - tutored by teachers
29c	--	--	--	--	--	At program - tutored by students
29d	--	--	--	--	--	At program - awards for attendance
29e	--	--	--	--	--	At program - counseling
29f	--	--	--	--	--	At program - job placement help
29g	--	--	--	--	--	At program - health care
29h	--	--	--	--	--	At program - childcare facilities
30	--	--	--	--	--	# alternative programs been in
31	--	11	--	--	16	Plans for GED, diploma or equal
32	--	--	--	--	--	Date received GED or equal
33a	--	--	--	--	--	Taking a class for GED exam
33Ba	--	--	--	--	16	Plan to go back to school
33Bb	--	--	--	--	--	Plan to take class for GED
34	--	--	--	--	--	Date of expected diploma or equal

A	B	C	D	E	F	QUESTION WORDING
35a	33a	34b	44b	--	--	How often - use computers
35b	33b	34c	44c	--	--	How often - work on hobbies
35c	33c	34p	44o	--	--	How often - do religious activities
35d	33d	34g	44g	--	--	How often - youth group activities
35e	33e	34h	44h	--	--	How often - volunteer service
35f	33f	34i	44i	--	74d	How often - drive with friends
35g	33g	34j	44j	--	74a	How often - talk with friends
35h	33h	34k	44k	--	74f	How often - do things with parents
35i	33i	34l	44l	--	--	How often - do things with adults
35j	33j	34m	44m	--	--	How often - take classes
35k	33k	34n	44n	--	--	How often - take sports lessons
35l	33l	34f	44f	--	--	How often - participate in sports
36a	40a	36a	46a	--	82a	Importance of success at work
36b	40b	36b	46b	--	82b	Importance of marriage\family
36c	40c	36c	46c	--	82c	Importance of lots of money
36d	40d	36d	46d	--	82d	Importance of strong friendships
36e	40e	36e	46e	--	82e	Importance of steady work
36f	40f	36f	46e	--	82f	Importance of helping community
36g	40g	36g	46g	--	82g	Importance of children better off
36h	40h	36h	46h	--	82h	Importance of living near relatives
36i	40i	36i	46i	--	82i	Importance of leaving community
36j	40j	36j	46j	--	82j	Importance of fixing inequalities
36k	40k	36k	46k	--	82k	Importance of having children
36l	40l	36l	46l	--	82l	Importance of leisure time
36m	40m	36m	46m	--	--	Importance of leaving parents
36n	40n	--	--	--	--	Importance of being an expert
36o	40o	--	--	--	--	Importance of good education
37A	42a	37a	48a	48a	41	Education level father wants
37B	42b	37b	48b	48b	41	Education level mother wants
38	43	38	49	45	40	Education level expected
39a	--	28a	--	--	--	Parents talked about education
39b	--	28b	--	--	--	Sibling talked about education
39c	--	28d	--	--	--	Teacher talked about education
39d	--	28e	--	--	--	Principal talked about education
39e	--	28f	--	--	--	Counselor talked about education
39f	--	28c	--	--	--	Friend talked about education
39g	--	28g	--	--	--	Relative talked about education
39h	--	28h	--	--	--	Priest talked about education
39i	--	28i	--	--	--	Social worker talked about education
39j	--	28j	--	--	--	Adult friend talked about education
40A	64B	39	53b	52	45	Expected job when 30
40B	47	--	--	--	--	Have skills now for job 5 yrs from now
40C	65	40	--	--	--	Expected education needed job at 30
41	--	80	--	--	23	Looking for a job last week
42a	--	81b1	--	--	23Ab1	To find job-state agency
42b	--	81b2	--	--	23Ab2	To find job-private agency
42c	--	81b3	--	--	23Ab3	To find job-military recruiter

A	B	C	D	E	F	QUESTION WORDING
42d	--	81b4	--	--	23Ab4	To find job-employer contact
42e	--	81b5	--	--	23Ab5	To find job-checked with friends
42f	--	81b6	--	--	23Ac	To find job-placed ads in paper
42g	--	81b7	--	--	23Ad	To find job-looked in newspaper
42h	--	81b8	--	--	23Ae	To find job-school employment office
42i	--	--	--	--	--	To find job-college job office
42j	--	81b9	--	--	23Af	To find job-other
43	--	--	--	--	--	Reason not looking for job last week
44a	--	--	--	--	35	# of jobs since left high school
44b	--	--	--	--	34	Each month worked since dropping out
45A	--	76	87	--	27	Description of current/recent job
45B	--	--	--	--	35E1	Kind of job or occupation
45C	--	--	--	--	35E2	Kind of industry/business job in
45D	--	--	--	--	35E3	Main activities/duties
45e	87	--	--	--	35E5	Month and year started job
45f	--	73	84	--	--	Do you currently have job
45g	--	--	--	--	35E6	Month and year left job
45h	--	--	--	--	35E11	Reason left job
45i	--	--	--	--	35E12	Looking for work after left job
45j	--	77	88	--	35E7	Hourly earnings when started job
45k	91	--	88	--	35E8	Hourly earnings when left job
45l	88	74	85	53	35E9	Average hours of work per week
45m	--	--	--	--	35E10	How found most recent job
45n	--	--	--	--	35E1	Description of job position
45Oa	--	--	--	--	--	Learned job skills in high school
45Ob	--	--	--	--	--	Learned job skills at trade school
45Oc	--	--	--	--	--	Learned job skills through program
45Od	--	--	--	--	--	Learned job skills at college
450e	--	--	--	--	--	Learned job skills in military
45Of	--	--	--	--	--	Learned job skills from co-worker
45Og	--	--	--	--	--	Learned job skills by myself
45Oh	--	--	--	--	--	Learned job skills from union
45Oi	--	--	--	--	--	Learned job skills from employer
45Oj	--	--	--	--	--	Learned job skills at other job
45Ok	--	--	--	--	--	Learned job skills other way
45p	--	--	--	--	--	Other jobs since left school
46a	--	--	--	--	35A1	First job after high school
46b	--	--	--	--	35A5	Month and year started job
46c	--	--	--	--	35A6	Month and year left job
46d	--	--	--	--	35A11	Reason for leaving
46e	--	--	--	--	35A7	Looking for a job after left it
46f	--	--	--	--	35A8	Earnings per hour when started
46g	--	--	--	--	35A9	Earnings per hour when left job
46h	88	--	--	--	35A10	Average hours worked per week
46i	--	--	--	--	35A12	How found the job
46j	--	--	--	--	35A1	Description of job position
46Ka	--	--	--	--	--	Learned job skills in high school

A	B	C	D	E	F	QUESTION WORDING
46Kb	--	--	--	--	--	Learned job skills in high school
46Kc	--	--	--	--	--	Learned job skills at trade school
46Kd	--	--	--	--	--	Learned job skills at college
46Ke	--	--	--	--	--	Learned job skills in military
46Kf	--	--	--	--	--	Learned job skills from co-worker
46Kg	--	--	--	--	--	Learned job skills by myself
46Kh	--	--	--	--	--	Learned job skills from union
46Ki	--	--	--	--	--	Learned job skills from employer
46Kj	--	--	--	--	--	Learned job skills at other job
46Kk	--	--	--	--	--	Learned job skills other way
47a	92a	--	--	--	33b	Money spent on clothes or other
47b	92b	79c	--	--	33b	Money spent to go out
47c	92c	79d	--	--	33c	Money spent for gas and car
47d	92d	79a	--	--	33a	Money spent on rent
47e	92e	79a	--	--	33a	Money spent on food
47f	92f	79e	--	--	33d	Money spent for future schooling
47g	92g	--	--	--	--	Money spent on alcoholic beverages
47h	92h	--	--	--	--	Money spent on illegal drugs
48a	--	--	--	--	36Ad	Apprenticeship participation
48b	--	--	--	--	--	Month and year of apprenticeship
49a	--	--	--	--	36Ah	Participation in govt. training
49b	--	--	--	--	--	Month and year program completed
50a	--	--	--	--	36Aj	Taken courses by mail or television
50b	--	--	--	--	--	Month and year began courses by mail
51a	48a	--	--	--	44	Service in the armed forces
51b	48a	82	--	--	43	Tried to enlist in armed forces
52a	48b	--	--	--	44A	Branch of the armed forces
52b	--	--	--	--	44B	Month and year active duty began
53a	--	--	--	--	44C	Specialized schooling in military
54a	--	--	--	--	44Ga	Took military class for GED prep
54b	--	--	--	--	44Gb	Took military class for college test
54c	--	--	--	--	44Gc	Took military class college credit
55a	--	--	--	--	44H	Currently on active duty
55b	--	--	--	--	--	Month and year left military
56a	48c1	--	--	--	--	Joined military to serve country
56b	48c2	--	--	--	--	Joined military as a job
56c	48c3	--	--	--	--	Joined military for training
56d	48c4	--	--	--	--	Joined military for education money
56e	48c5	--	--	--	--	Joined military for other reason
57a	66a	46a	62a	44a	77a	I feel good about myself
57b	66b	46b	62b	44b	--	I don't have control of my life
57c	66c	46c	62c	44c	77b	Luck more important than hard work
57d	66d	46d	62d	44d	77c	I am a person of worth
57e	66e	46e	62e	44e	77d	I do things as well as others
57f	66f	46f	62f	44f	77e	I am stopped trying to get ahead
57g	66g	46g	62g	44g	77f	My plans hardly ever work out
57h	66h	46h	62h	44h	77h	I am satisfied with myself

A	B	C	D	E	F	QUESTION WORDING
57i	66i	46i	62i	44i	--	I feel useless at times
57j	66j	46j	62j	44j	77j	At times, I think I am no good
57k	66k	46k	62k	44k	77k	I can make my plans work
57l	66l	46l	62l	44l	77l	I feel I do not have much to be proud of
57m	66m	46m	62m	44m	--	Chance and luck important in my life
58a	67a	48a	64a	46	--	Chances will graduate high school
58b	67b	48b	64b	--	--	Chance will go to college
58c	67c	48c	64c	--	--	Chance will have job that pays well
58d	67d	48d	64d	--	--	Chance will own your own home
58e	67e	48e	64e	--	--	Chance will have enjoyable job
58f	67f	48f	64f	--	--	Chance will have happy family life
58g	67g	48g	64g	--	--	Chance will stay in good health
58h	67h	48h	64h	--	--	Chance will live wherever you want
58i	67i	48i	64i	--	--	Chance community will respect you
58j	67j	48j	64j	--	--	Chance will have friends to count on
58k	67k	48k	64k	--	--	Chance life better than parents
58l	67l	48l	64l	--	--	Chance children have better life
59a	69a	52	--	--	--	# of friends dropped out
59b	69b	--	--	--	--	# of friends no plans for college
59c	69c	--	--	--	--	# of friends plan to work full-time
59d	69d	--	--	--	--	# of friends to attend 2 year school
59e	69e	--	--	--	--	# of friends to attend 4 year school
60a	68a	53a	70a	--	--	Important to friends to attend class
60b	68b	53b	70b	--	--	Important to friends to study
60c	68c	53c	70c	--	--	Important to friends to play sports
60d	68d	53d	70d	--	--	Important to friends good grades
60e	68e	53e	70e	--	--	Important to friends to be popular
60f	68f	53f	70f	--	--	Important to friends to finish HS
60g	68g	53g	70g	--	--	Important to friends to go steady
60h	68h	53i	70i	--	--	Important to friends more schooling
60i	68i	53j	70j	--	--	Important to friends of religious activity
60j	68j	53k	70k	--	--	Important to friends to volunteer
60k	68k	53l	70l	--	--	Important to friends to have regular job
60l	68l	--	--	--	--	Important to friends to get together
60m	68m	53h	70h	--	--	Important to friends to party
60n	68n	--	--	--	--	Important to friends to have sex
60o	68o	--	--	--	--	Important to friends to use drugs
60p	68p	--	--	--	--	Important to friends to drink
60q	68q	--	--	--	--	Important to friends to make money
61a	70	56	--	--	--	# of friends in a gang
61b	71	57	--	--	--	Do you belong to a gang
62a	72a	--	--	--	71a	Age expected to marry
62b	72b	--	--	--	71b	Age expected to have first child
62c	72c	--	--	--	71c	Age expected to start first job
62d	72d	--	--	--	71d	Age expected to have own apartment
62e	72e	--	--	--	71e	Age expected to finish education
63	--	--	--	--	--	Current spouse left before graduate

A	B	C	D	E	F	QUESTION WORDING
64	74	61	74	--	--	Importance of marriage to having sex
65	75	62	75	--	--	Consider child if not married
66	76	63	76	--	64	Do you have children of your own
67a	77	63AY	--	--	65A	Month and year of young child birth
67b	--	63AO	--	--	65A	Month and year of old child birth
68a	78a	65g	--	--	--	Time you spend on young child care
68b	78b	65a	--	--	--	Time other parent spends child care
68c	78c	65b	--	--	--	Time grandparent spends child care
68d	78d	65c	--	--	--	Time relative spends on child care
68e	78e	65d	--	--	--	Time friend spends on child care
68f	78f	65e	--	--	--	Time neighbor spends on child care
68g	78g	65f	--	--	--	Time day care spends on child care
68h	78h	65f	--	--	--	Time babysitter spends on child care
69	79	64	--	--	--	Relation with mother\father of child
70	80	66	77	43	79	# of cigarettes smoked per day
71a	81a	67a	78a	--	--	Lifetime # of alcoholic beverages
71b	81b	67b	78b	--	--	Last 12 months # of alcoholic drinks
71c	81c	67c	78c	--	80	Last 30 days # of alcoholic drinks
72	82	68	79	--	81	5 drinks or more in a row last 2 wks
73a	83a	69Aa	80Aa	--	78a	Lifetime # occasions of pot\hash use
73b	83b	69Ab	80Ab	--	78b	Last 12 months # of uses pot\hash
73c	83c	69Ac	80Ac	--	78c	Last 30 days # of uses pot\hash
74a	84a	69Ba	80Ba	--	--	Lifetime # of times cocaine used
74b	84b	69Bb	80Bb	--	--	Last 12 months # times cocaine used
74c	84c	69Bc	80Bc	--	--	Last 30 days # of times cocaine use
75a	85a	--	--	--	--	# of times used alcohol at school
75b	85b	--	--	--	--	# of times used pot\hash at school
75c	85c	--	--	--	--	# of times used cocaine at school
76Aa	--	86a	92a	8a	--	Father lives in same household
76Ab	--	86b	92b	8b	--	Stepfather lives in same household
76Ac	--	86c	92c	8b	--	Other adult male lives in same house
76Ad	--	86d	92d	8c	--	Mother lives in same household
76Ae	--	86e	92e	8d	--	Stepmother lives in same household
76Af	--	86f	92f	8d	--	Other adult female in same house
76Ag	--	86g	92g	--	--	Spouse lives in same household
76Ah	--	86h	92h	--	--	Boyfriend/girlfriend in same house
76Ba	--	87a	93a	8e	--	# of brothers in same house
76Bb	--	87b	93b	8f	--	# of sisters in same house
76Bc	--	86i	92i	--	--	# of your children in same house
76Bd	--	87c	93c	8g	--	# of grandparents in same house
76Be	--	87d	93d	8h	--	# of relatives (<18) in same house
76Bf	--	87e	93e	8h	--	# of relatives (>18) in same house
76Bg	--	87f	93f	8i	--	# of non-relatives (<18) same house
76Bh	--	87g	93g	8i	--	# of non-relatives (>18) same house
77	93	90	95	--	--	You babysit for own child or others
78	94	91	96	--	--	Hours responsible for child care
79	95	92	97	--	--	# school days missed for child care

A	B	C	D	E	F	QUESTION WORDING
80a	96a	94a	99a	--	--	Last two years-family moved
80b	96b	94b	99b	--	--	Last two years-parents divorced
80c	96c	94c	99b	--	--	Last two years-parents re\married
80d	96d	94d,e	99d,e	--	--	Last 2 years-parent lost job
80e	96e	94f,g	99f,g	--	--	Last 2 years-parent started work
80f	96f	--	--	--	--	Last 2 years-parent got better job
80g	96g	94h	99h	--	--	Last 2 years-you were seriously ill
80h	96h	94i,j	99i,j	--	--	Last 2 years-parent died
80i	96i	94k	99k	--	--	Last 2 years-relative died
80j	96j	94l	99l	--	--	Last 2 yrs-unmarried sister pregnant
80k	96k	94m	99m	--	--	Last 2 years-sibling dropped out
80l	96l	94n	99n	--	--	Last 2 years-family on welfare
80m	96m	94o	99o	--	--	Last 2 years family off welfare
80n	96n	94q	99q	--	--	Last 2 years-family member ill
80o	96o	--	--	--	--	Last 2 years-family member use drugs
80p	96p	--	--	--	--	Last 2 yrs-family member drug rehab
80q	96q	--	--	--	--	Last 2 yrs-family member crime victim
81a	98a	98a	104a	--	--	Decision maker-how late stay out
81b	98b	--	--	--	--	Decision maker-car use
81c	98c	98c	104d	--	--	Decision maker-have a job or not
81d	98d	98e	104f	--	--	Decision maker-how spend money
81e	98e	--	--	--	--	Decision maker-drink alcohol at home
81f	98f	--	--	--	--	Decision maker-drink at parties
81g	98g	--	--	--	--	Decision maker-punish for drug use
81h	98h	--	104j	--	--	Decision maker-further schooling
82a	100a	99a	108a	39a	--	Parents trust without checking up
82b	100b	99b	108b	39b	--	Don't know why listen to parents
82c	100c	99c	108c	39c	--	Parents solve problems for me
82d	100d	99d	108d	--	--	I will be pride source for parents
82e	100e	99e	108e	--	--	My parents get along
82f	100f	99f	108f	--	--	When I have a family, be like mine
83	101	100	109	--	--	Last 2 years-run away from home
84	104	101	--	--	--	Age first left alone at home
85	102	--	--	--	--	# of times moved since 01/01/88
86	103	--	--	--	--	# of school changes since 01/01/88
87	105	72	83	--	--	Are you a religious person
88	106	71	82	--	--	Past year-attend religious service
89	107	42A	54	18	--	English native language
90a	108a	43a	--	26a	--	Use of native language with mother
90b	108b	43b	--	26c	--	Use of native language with father
90c	108c	43c	--	26g	--	Use of native language with siblings
90d	108d	43d	--	26h	--	Use of native language with friends
90e	108e	--	--	--	--	Use of native language with spouse
91a	109a	44a	57a	27a	--	How well understand spoken English
91b	109b	44b	57b	27b	--	How well speak English
91c	109c	44c	57c	27c	--	How well read English
91d	109d	44d	57d	27d	--	How well write English

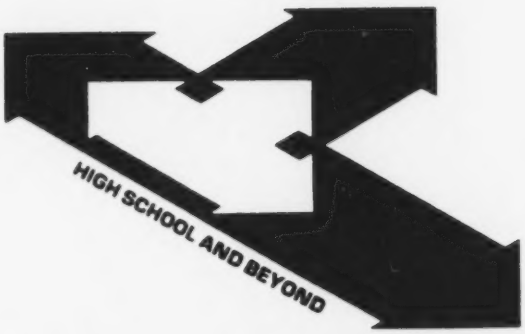
A	B	C	D	E	F	QUESTION WORDING
92a	110a	45	58	29	--	In school, special help with English
92Ba	110Ba	--	59a	--	--	One-to-one special help
92Bb	110Bb	--	59b	--	--	Small group special help
92Bc	110Bc	--	59c	--	--	Large group special help
92Bd	110Bd	--	59d	--	--	English as a second language
92Be	110Be	--	59e	--	--	Bilingual education
92Ca	110Ca	--	61a	--	--	Understand English better from help
92Cb	110Cb	--	61b	--	--	Speak English better due to help
92Cc	110Cc	--	61c	--	--	Read English better due to help
92Cd	110Cd	--	61d	--	--	Write English better due to help
93	--	--	--	--	--	Stay in school if English better
94a	113a	--	--	--	--	English was problem for good grades
94b	113b	--	--	--	--	English was problem for job
94c	113c	--	--	--	--	English was problem for better pay
94d	113d	--	--	--	--	English problem to apply for college
94e	113e	--	--	--	--	English problem to apply for jr coll
94f	113f	--	--	--	--	English problem to apply tech school
94g	113g	--	--	--	--	English problem accept 4 yr school
94h	113h	--	--	--	--	English problem accept 2 yr school
94i	113i	--	--	--	--	English problem accept tech school
94j	113j	--	--	--	--	English problem college grades
94k	113k	--	--	--	--	English problem tech grades

Appendix B

HS&B 1982 Dropout Questionnaire

DO/Q
1982 FU-1

Form Approved
O.M.B. No. 1850-0088
App. Exp.: 9/30/82



1980 SOPHOMORE COHORT
(Not Currently in High School)
FIRST FOLLOW-UP QUESTIONNAIRE

Dear Participant:

Thank you for accepting our invitation to continue your participation in High School and Beyond. Through completion of this questionnaire, valuable information obtained from young people themselves can be used by policymakers to improve the education system for future students. Their goal is to prepare students for productive and meaningful roles in an increasingly complex and changing society.

ID #: ☐☐☐☐ - ☐☐ - ☐

NAME:

First _____

Last _____

Prepared for
THE NATIONAL CENTER FOR EDUCATION STATISTICS
by
THE NATIONAL OPINION RESEARCH CENTER

ED(NCES) Form No. 2409-30C

The Federal Privacy Act of 1974 requires that each survey respondent be informed of the following:

(1) This survey is authorized by law (20 USC 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

(2) You are subject to no penalty for not providing all or any part of the requested information.

(3) The purpose for which this information is to be used is to provide statistics on a national sample of students as they move out of the American high school system into the critical years of early adulthood and relate these statistics to postsecondary educational costs and financial aid and other factors on the educational, work, and career choices of young adults.

(4) The routine uses of these data will be statistical in nature as detailed in paragraph 9 of Appendix B of the Department Regulations (34 CFR 5b) published in the Federal Register, Vol. 45, No. 92, May 9, 1980.

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

(MARK ONE)

What is the color of your eyes? (MARK ONE)

- Brown
- Blue
- Green ●
- Another color

If the color of your eyes is green, you would mark the oval to the right of "Green."

(MARK ALL THAT APPLY)

Last week, did you do any of the following? (MARK ALL THAT APPLY)

a. See a play
b. Go to a movie ●
c. Attend a sporting event ●

If you went to a movie and attended a sporting event last week, you would mark the two ovals as shown.

(MARK ONE OVAL FOR EACH LINE)

Do you plan to do any of the following next week? (MARK ONE OVAL FOR EACH LINE)

	Yes	Not sure	No
a. Visit a relative			●
b. Go to a museum		●	
c. Study at a friend's house	●		

If you plan to study at a friend's house, do not plan to visit a relative, and are not sure about going to a museum next week, you would mark one oval on each line as shown.

(WRITE IN)

What is your favorite sport? (MARK ONE)

- Football
- Basketball
- Baseball
- Other (WRITE IN) Ice Hockey ●

If your favorite sport is ice hockey, you would mark the oval to the right of "Other" and write "Ice Hockey" on the line as shown.

This questionnaire is not a test. We hope you will answer every question, but you may skip any question you do not wish to answer.

THANK YOU FOR YOUR COOPERATION

WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

1. **What were you doing the *first week of February* 1982?**
(MARK ALL THAT APPLY)

a. Working for pay at a full-time or part-time job ○
b. Taking academic courses at a two- or four-year college ○
c. Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) ○
d. Serving in an apprenticeship program or government training program ○
e. On active duty in the Armed Forces (or service academy) ○
f. Homemaker (without other job) ○
g. With a job but on temporary layoff from work or waiting to report to work ○
h. Looking for work ○
i. Taking a break from working and from school ○

j. Other (DESCRIBE)_____ ○

2. **Where did you live during the *first week of February* 1982? (MARK ONE)**

Private house ○
Mobile home ○
Private apartment ○
Dormitory or apartment operated by a school or college ○
Fraternity or sorority house ○
Rooming or boarding house ○
Military service barracks, on board ship, etc. ○

Other (DESCRIBE)_____ ○

3. **With whom did you live the *first week of February* 1982?**
(MARK ALL THAT APPLY)

a. I lived alone ○
b. Father ○
c. Other male guardian (step-father or foster father) ○
d. Mother ○
e. Other female guardian (step-mother or foster mother) ○
f. Brother(s) and/or sister(s) (including step- or half-) ○
g. Grandparents ○
h. My husband/wife ○
i. My child or my children ○
j. Other relative(s) (children or adults) ○
k. Non-relative(s) (children or adults) ○

4. **Which of the following best describes the place where you lived in the *first week of February* 1982? (MARK ONE)**

- In a rural or farming community ○
- In a small city or town of fewer than 50,000 people that is not a suburb of a larger place ○
- In a medium-sized city (50,000-100,000 people) ○
- In a suburb of a medium-sized city ○
- In a large city (100,000-500,000 people) ○
- In a suburb of a large city ○
- In a very large city (over 500,000 people) ○
- In a suburb of a very large city ○
- A military base or station ○

5. **How far is this from the city or community where you lived as a sophomore in high school? (MARK ONE)**

- Same place I lived in when I was a sophomore in high school ○
- Less than 50 miles ○
- 50 to 99 miles ○
- 100 to 199 miles ○
- 200 to 499 miles ○
- 500 miles or more ○

6. **When did you leave the last high school that you attended? (MARK OVALS FOR MONTH AND YEAR)**

Month		Year	
January ○	July ○	1979 ○	
February ○	August ○	1980 ○	
March ○	September ○	1981 ○	
April ○	October ○	1982 ○	
May ○	November ○		
June ○	December ○		

7. **What grade were you in then? (MARK ONE)**

- In tenth grade ○
- After completing tenth grade (did not start eleventh grade) ○
- In eleventh grade ○
- After completing eleventh grade (did not start twelfth grade) ○
- In twelfth grade ○

8. **Is the last school you attended, the same school you were attending as a sophomore? (MARK ONE)**

- Yes
- No (Answer A)

A. What are the name and address of the last school you attended? (WRITE IN)

Name of School _____

Street Address _____

City & State _____

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9. **Which of the following best describes the high school program you were in at the time you left high school? (MARK ONE)**

- General ○
- Academic or college preparatory ○
- Vocational (Occupational preparation)
  - Agricultural occupations ○
  - Business or office occupations ○
  - Distributive education ○
  - Health occupations ○
  - Home economics occupations ○
  - Technical occupations ○
  - Trade or industrial occupations ○

10. **How did you get into that program? (MARK ALL THAT APPLY)**

a. I was assigned ○
b. I chose it after talking to my counselor or teacher ○
c. I chose it after talking to my parents ○
d. I chose it after talking to my friends ○
e. I chose it myself—did not consult anyone ○
f. This is the only program offered in school ○

11. **What were your reasons for leaving school then? (WRITE IN)**

_____

_____

_____

12. **Here are some reasons other people have given for leaving school. Which of these, would you say, applied to you? (MARK ALL THAT APPLY)**

a. I was expelled or suspended ○
b. I got married (or planned to get married) ○
c. (FOR FEMALES ONLY) I was pregnant ○
d. I had poor grades; I was not doing well in school ○
e. I had to help support my family ○
f. I was offered a job and I chose to work ○
g. I wanted to enter the military ○
h. I moved farther away from school and it was too far to come ○
i. School was not for me; I did not like school ○
j. School grounds were too dangerous ○
k. I wanted to travel ○
l. My friends were dropping out ○
m. I did not get into the program I wanted ○
n. Illness or disability ○
o. I couldn't get along with teachers ○
p. I couldn't get along with other students ○

13. **Did any of your brothers or sisters leave school before they finished? (MARK ONE)**

Yes ..... ☐
No ..... ☐
Don't have any brothers or sisters ..... ☐

14. **Before you started high school were you ever asked to repeat a grade, or held back a term in school? (MARK ONE)**

Yes ..... ☐
No ..... ☐

15. **When you left school did you have a definite job lined up? (MARK ONE)**

Yes ..... ☐ ... (ANSWER A)
No ..... ☐ ... (GO TO Q. 16)

IF YES:
A. Was this a job you were already working on before you left school? (MARK ONE)

Yes ..... ☐
No ..... ☐

16. **Do you plan to go back to school eventually to get a diploma or to take a high school equivalency test or GED? (MARK ONE)**

Yes, plan to go back to school ..... ☐
Yes, plan to take high school equivalency test ..... ☐
No ..... ☐
No, already have GED or equivalent ..... ☐

Other (WRITE IN) _____ ☐

17. **On the whole, do you feel that leaving school was a good decision for you? (MARK ONE)**

Yes ..... ☐ ... (ANSWER A)
No ..... ☐ ... (ANSWER A)
Don't know ..... ☐ ... (GO TO Q. 18)

IF YES OR NO:
A. Why do you say that? (PLEASE DESCRIBE IN SPACE PROVIDED)

_____

_____

_____

18. **Have you taken a minimum competency or proficiency test? (MARK ONE)**

- School did not have such a test ○
- Yes ○
- No ○
- Don't know ○

19. **Did you pass or fail or don't you know the results? (MARK ONE)**

- Did not take such a test ○
- Passed ○
- Failed ○
- Don't know results ○

20. **What kind of school did you attend when you were in each of the following grades? (MARK ONE OVAL FOR EACH LINE)**

	Public	Catholic	Other religious	Other private
a. First grade	○	○	○	○
b. Second grade	○	○	○	○
c. Third grade	○	○	○	○
d. Fourth grade	○	○	○	○
e. Fifth grade	○	○	○	○
f. Sixth grade	○	○	○	○
g. Seventh grade	○	○	○	○
h. Eighth grade	○	○	○	○
i. Ninth grade	○	○	○	○

21. **What is the lowest hourly wage you would be willing to accept for a job at the present time? (MARK ONE)**

- Below $2.50 ○
- $2.50 ○
- $3.00 ○
- $3.50 ○
- $4.00 ○
- $4.50 ○
- $5.00 ○
- $5.50 ○
- $6.00 ○
- $6.50 ○
- $7.00 ○
- $7.50 per hour or more ○
- Would not accept any job at the present time ○

22. **Did you do any work for pay last week, not counting work around the house? (MARK ONE)**

- Yes ○
- No ○

23. **Whether or not you already have a job, were you looking for a job last week? (MARK ONE)**

Yes ... (ANSWER A)
No ... (GO TO Q. 24)

A. What have you been doing in the last week to find a job? (MARK ALL THAT APPLY)

a. Nothing

b. Checked with:
1. State employment agency
2. Private employment agency
3. Military recruiter
4. Employer directly
5. Friends or relatives

c. Placed or answered ads
d. Looked in the newspaper
e. School employment service

f. Other (WRITE IN) _____

24. **When was the most recent time you worked for pay, not counting work around the house? (MARK ONE)**

Never worked for pay ... (SKIP TO Q. 36)
Last week
Within the past month, but not last week
Within the past 3 months
Since school started last fall
Last summer
Before last summer

25. **When did you start your present or most recent job? (MARK OVALS FOR MONTH AND YEAR)**

Month			Year	
January	May	September	1976 or before	1980
February	June	October	1977	1981
March	July	November	1978	1982
April	August	December	1979	

26. **What kind of work do or did you do for pay on your current or most recent job? (PLEASE DESCRIBE IN SPACE PROVIDED)**

_____

_____

_____

27. **Which of the job categories below comes closest to the kind of work you do or did for pay on your current or most recent job? (If more than one kind of work, choose the one which paid you the most per week.) (MARK ONE)**

- Lawn work or odd jobs ○
- Waiter, waitress, bus boy or cook ○
- Babysitting or child care ○
- Farm or agricultural work ○
- Factory work (unskilled or semi-skilled) ○
- Gas station, car wash, or auto repair work ○
- Skilled trade ○
- Other manual labor (cleaning-related jobs, stock clerks, etc.) ○
- Store clerk, salesperson or cashier ○
- Office or clerical ○
- Hospital or health ○
- Delivery jobs (newspapers, groceries, etc.) ○
- Military service ○

Other (WRITE IN) _____ ○

28. **Is your current job (or was your most recent job) a CETA-sponsored, a Co-op, or a Work-Study job, or another job with a private company/person, or were you self-employed? (MARK ONE)**

- CETA-sponsored youth employment job ○
- Cooperative Education Program job ○
- Work-Study job ○
- Private company/person (not CETA, Co-op, or Work-Study) ○
- Self-employed ○

Other (PLEASE DESCRIBE KIND OF EMPLOYER)

_____ ○

Don't know (PLEASE DESCRIBE KIND OF EMPLOYER)

_____ ○

29. **At your current or most recent job, about what proportion of the time is or was spent on training (not on just doing your regular work on the job)? (MARK ONE)**

- Almost no time in training ○
- Less than one-quarter of the time ○
- About a quarter of the time ○
- About half of the time ○
- More than half the time in training ○

30. **In describing your present or most recent job, would you say it is ... (MARK ONE OVAL FOR EACH LINE)**

	Yes	No
a. A place where people goof off?	○	○
b. Something you do just for the money?	○	○
c. More enjoyable than school?	○	○
d. Encourages good work habits?	○	○
e. More important for you than school?	○	○

31. **How many hours do or did you work a week on your current or most recent job? (MARK ONE)**

- 1-4 hours per week
- 5-14 hours per week
- 15-21 hours per week
- 22-29 hours per week
- 30-34 hours per week
- 35-40 hours per week
- 41 hours or more per week

32. **How much do or did you earn per hour on that job (your current or most recent job)? (MARK ONE)**

- Less than $2.00 per hour
- $2.00 to $2.49
- $2.50 to $2.89
- $2.90 to $3.34
- $3.35 to $3.89
- $3.90 to $4.49
- $4.50 to $4.99
- $5.00 to $5.49
- $5.50 to $5.99
- $6.00 to $6.49
- $6.50 to $6.99
- $7.00 to $7.49
- $7.50 or more

33. **How do you usually spend the money that you earn? (MARK ONE OVAL FOR EACH LINE)**

How much do you *usually* . . .	None	A little	About half	Most
a. use for living expenses?				
b. use to buy or do things—to go out on dates, buy clothes, etc.?				
c. use for car expenses, car loans, to buy gasoline?				
d. save to use for school or vocational training?				
e. save for another purpose? (WHAT IS THAT? WRITE IN: _____)				
f. give to your family to help support the household?				

34. **Which months did you work (full- or part-time) or serve in the military since you left high school? (MARK ALL THAT APPLY)**

1980	1981	1982
June ○	January ○	January ○
July ○	February ○	February ○
August ○	March ○	
September ○	April ○	
October ○	May ○	
November ○	June ○	
December ○	July ○	
	August ○	
	September ○	
	October ○	
	November ○	
	December ○	

35. **Next we would like information about all of the jobs you have had since you left high school. We would also like to know about any periods of time you were looking for work between jobs that you held.**

IMPORTANT

- . . . Please start with the first job you held after high school, even if it started while you were still in school. Answer questions 1 through 12 for that job in Column A, (pages 12 and 14). Then go on to the next job you held and answer the questions about that job in Column B, and so on.
- . . . If you HAD NO JOB after high school, GO TO Q. 36 on p. 16.
- . . . BE SURE TO INCLUDE YOUR CURRENT JOB
- . . . If you have been in MILITARY service, please consider that as one job.
- . . . If you had MORE THAN ONE JOB AT A TIME, please put them in separate columns.
- . . . If you have had TOO MANY JOBS TO FIT, please make sure to put *your current* or *most recent job* in Column E even if that means leaving out some jobs.
- . . . If you WOULD LIKE HELP WITH THESE QUESTIONS, and you are completing this questionnaire in a GROUP SESSION, ask the survey representative for assistance. If you are completing this questionnaire AT HOME, please call us collect at area 312, 753-1486.

What is today's date? (MARK OVALS FOR MONTH AND DAY)

Month	Day
February ○	1 thru 7 ○
March ○	8 thru 14 ○
April ○	15 thru 21 ○
May ○	22 thru 31 ○
June ○	

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35. Continued.

	COLUMN A 1ST JOB AFTER HIGH SCHOOL	COLUMN B 2ND JOB AFTER HIGH SCHOOL
1) What kind of job or occupation did or do you have? (For example, salesperson, waitress, secretary, etc.) (WRITE IN)—	Office Use Only	Office Use Only
2) What kind of business or industry was this job in? (For example, retail shoe store, restaurant, etc.) (WRITE IN)—	Office Use Only	Office Use Only
3) What were your main activities or duties on this job? (For example, selling shoes, waiting on tables, etc.) (WRITE IN)—		
4) In this job were you . . . (MARK APPROPRIATE CATEGORY)	An employee of a PRIVATE COMPANY ○ A GOVERNMENT employee (federal, state, local) ○ Self-employed in your OWN business ○ Working WITHOUT PAY in family business or farm ○	An employee of a PRIVATE COMPANY ○ A GOVERNMENT employee (federal, state, local) ○ Self-employed in your OWN business ○ Working WITHOUT PAY in family business or farm ○
5) When did you start working at this job? (MARK OVALS FOR MONTH and YEAR)	Month: ○Jan. ○Feb. ○March ○April ○May ○June ○July ○Aug. ○Sept. ○Oct. ○Nov. ○Dec. Year: ○1976 or before ○1977 ○1978 ○1979 ○1980 ○1981 ○1982	Month: ○Jan. ○Feb. ○March ○April ○May ○June ○July ○Aug. ○Sept. ○Oct. ○Nov. ○Dec. Year: ○1980 ○1981 ○1982
6) When did you leave this job? (MARK OVALS FOR MONTH and YEAR.) (IF YOU STILL HAVE THIS JOB, MARK THIS OVAL.)—	Month: ○Jan. ○Feb. ○March ○April ○May ○June ○July ○Aug. ○Sept. ○Oct. ○Nov. ○Dec. Year: ○1980 ○1981 ○1982 Still have this job ○	Month: ○Jan. ○Feb. ○March ○April ○May ○June ○July ○Aug. ○Sept. ○Oct. ○Nov. ○Dec. Year: ○1980 ○1981 ○1982 Still have this job ○
7) What was your starting salary on this job? (WRITE IN)	(MARK ONE) ○hourly $_____ ○weekly Office Use Only	(MARK ONE) ○hourly $_____ ○weekly Office Use Only
PLEASE READ INSTRUCTIONS—	GO TO COLUMN A, PAGE 14.	GO TO COLUMN B, PAGE 14.

COLUMN C 3RD JOB AFTER HIGH SCHOOL	COLUMN D 4TH JOB AFTER HIGH SCHOOL	COLUMN E 5TH JOB AFTER HIGH SCHOOL
Office Use Only	Office Use Only	Office Use Only
Office Use Only	Office Use Only	Office Use Only
An employee of a PRIVATE COMPANY A GOVERNMENT employee (federal, state, local) Self-employed in your OWN business Working WITHOUT PAY in family business or farm	An employee of a PRIVATE COMPANY A GOVERNMENT employee (federal, state, local) Self-employed in your OWN business Working WITHOUT PAY in family business or farm	An employee of a PRIVATE COMPANY A GOVERNMENT employee (federal, state, local) Self-employed in your OWN business Working WITHOUT PAY in family business or farm
Month: Jan. Feb. March April May June July; Aug. Sept. Oct. Nov. Dec. Year: 1980 1981 1982	Month: Jan. Feb. March April May June July; Aug. Sept. Oct. Nov. Dec. Year: 1980 1981 1982	Month: Jan. Feb. March April May June July; Aug. Sept. Oct. Nov. Dec. Year: 1980 1981 1982
Month: Jan. Feb. March April; May June July Aug.; Sept. Oct. Nov. Dec. Year: 1980 1981 1982 Still have this job	Month: Jan. Feb. March April; May June July Aug.; Sept. Oct. Nov. Dec. Year: 1980 1981 1982 Still have this job	Month: Jan. Feb. March April; May June July Aug.; Sept. Oct. Nov. Dec. Year: 198 198 198 Still have this job
(MARK ONE) hourly $_____ weekly Office Use Only	(MARK ONE) hourly $_____ weekly Office Use Only	(MARK ONE) hourly $_____ weekly Office Use Only
GO TO COLUMN C, PAGE 15.	GO TO COLUMN D, PAGE 15.	GO TO COLUMN E, PAGE 15.

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35. Continued.

	COLUMN A 1ST JOB AFTER HIGH SCHOOL	COLUMN B 2ND JOB AFTER HIGH SCHOOL
8) What is your salary on this job or what was it at the time that you left? (WRITE IN)	(MARK ONE) ○ hourly $_____ ○ weekly Office Use Only	(MARK ONE) ○ hourly $_____ ○ weekly Office Use Only
9) About how many hours a week ○ did or do you usually work in this job? (WRITE IN)	_____ hours per week Office Use Only	_____ hours per week Office Use Only
10) How did you find this job? (MARK MOST IMPORTANT CATEGORY)	School employment or placement service ○ Public employment service ○ Private employment agency ○ Newspaper advertisement ○ Checked with employer directly ○ Through a relative ○ Through a friend ○ Civil Service application ○ Other (WRITE IN) _____ ○	School employment or placement service ○ Public employment service ○ Private employment agency ○ Newspaper advertisement ○ Checked with employer directly ○ Through a relative ○ Through a friend ○ Civil Service application ○ Other (WRITE IN) _____ ○
11) Why did you leave this job? (MARK APPROPRIATE CATEGORY)	Lost job (fired, laid off, job ended) ○ Left job to return to school ○ Quit because job, hours, or pay, etc. unsatisfactory ○ Still have this job ○ Other (WRITE IN) _____ ○	Lost job (fired, laid off, job ended) ○ Left job to return to school ○ Quit because job, hours, or pay, etc. unsatisfactory ○ Still have this job ○ Other (WRITE IN) _____ ○
12) Were you without a job AND *looking for work* right after you left this job? (MARK APPROPRIATE CATEGORY) (IF YOU STILL HAVE THIS JOB, MARK THIS OVAL.)—	Yes (FOR HOW MANY WEEKS?—WRITE IN) _____ weeks ... ○ No ... ○ Still have this job ○ Office Use Only	Yes (FOR HOW MANY WEEKS?—WRITE IN) _____ weeks ... ○ No ... ○ Still have this job ○ Office Use Only
PLEASE READ INSTRUCTIONS—	TURN BACK TO PAGE 12 AND CONTINUE WITH YOUR SECOND JOB. IF YOU HAD NO OTHER JOB, GO TO Q. 36 ON PAGE 16.	TURN BACK TO PAGE 13 AND CONTINUE WITH YOUR THIRD JOB. IF YOU HAD NO OTHER JOB, GO TO Q. 36 ON PAGE 16.

COLUMN C 3RD JOB AFTER HIGH SCHOOL	COLUMN D 4TH JOB AFTER HIGH SCHOOL	COLUMN E 5TH JOB AFTER HIGH SCHOOL
(MARK ONE) □ hourly $_____ □ weekly Office Use Only	(MARK ONE) □ hourly $_____ □ weekly Office Use Only	(MARK ONE) ○ hourly $_____ ○ weekly Office Use Only
_____ hours per week Office Use Only	_____ hours per week Office Use Only	_____ hours per week Office Use Only
School employment or placement service □ Public employment service □ Private employment agency □ Newspaper advertisement □ Checked with employer directly □ Through a relative □ Through a friend □ Civil Service application □ Other (WRITE IN) _____ □	School employment or placement service □ Public employment service □ Private employment agency □ Newspaper advertisement □ Checked with employer directly □ Through a relative □ Through a friend □ Civil Service application □ Other (WRITE IN) _____ □	School employment or placement service Public employment service Private employment agency Newspaper advertisement Checked with employer directly Through a relative Through a friend Civil Service application Other (WRITE IN) _____
Lost job (fired, laid off, job ended) □ Left job to return to school □ Quit because job, hours, or pay, etc. unsatisfactory □ Still have this job □ Other (WRITE IN) _____ □	Lost job (fired, laid off, job ended) □ Left job to return to school □ Quit because job, hours, or pay, etc. unsatisfactory □ Still have this job □ Other (WRITE IN) _____ □	Lost job (fired, laid off, job ended) Left job to return to school Quit because job, hours, or pay, etc. unsatisfactory Still have this job Other (WRITE IN) _____
Yes (FOR HOW MANY WEEKS?—WRITE IN) _____ weeks □ No □ Still have this job Office Use Only	Yes (FOR HOW MANY WEEKS?—WRITE IN) _____ weeks □ No □ Still have this job Office Use Only	Yes (FOR HOW MANY WEEKS?—WRITE IN) _____ weeks □ No Still have this job Office Use Only
TURN BACK TO PAGE 13 AND CONTINUE WITH YOUR FOURTH JOB. IF YOU HAD NO OTHER JOB, GO TO Q. 36 ON PAGE 16.	TURN BACK TO PAGE 13 AND CONTINUE WITH YOUR FIFTH JOB. IF YOU HAD NO OTHER JOB, GO TO Q. 36 ON PAGE 16.	GO TO Q. 36 ON PAGE 16.

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36. **Between the time you left high school and the end of February 1982, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs or Armed Forces training programs. (MARK ONE)**

Yes ... ○ ... (ANSWER A-G)
No ... ○ ... (GO TO Q. 37)

A. What type of training program(s) or course(s) have you participated in? (MARK ALL THAT APPLY)

a. General Educational Development (GED) program ... ○
b. On-the-job training (a program of instruction during normal working hours) ... ○
c. Employer provided program of instruction other than on-the-job training ... ○
d. Formal Registered Apprenticeship (your state or labor union) ... ○
e. Manpower Development and Training (MDTA) ... ○
f. Work Incentive (WIN) ... ○
g. Neighborhood Youth Corps (NYC) ... ○
h. Comprehensive Employment and Training Act (CETA) ... ○
i. Other employment and training program (WRITE IN)

_____ ○

j. Correspondence course(s) ... ○
k. Non-credit courses for personal enrichment ... ○

l. Other (WRITE IN) _____ ○

B. Were you being trained for a specific type of work? (MARK ONE)

Yes ... ○ ... (GO TO C)
No ... ○ ... (GO TO D)

C. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(WRITE IN) _____

Office Use Only	⓪○①②③④⑤⑥⑦⑧⑨
	⓪○①②③④⑤⑥⑦⑧⑨
	⓪○①②③④⑤⑥⑦⑧⑨

36. Continued.

D. How long is or was this program scheduled to last? (MARK ONE)

- Less than one month
- One to five months
- Six to eleven months
- One year or more

E. When did you first enroll in the program? (MARK OVALS FOR MONTH AND YEAR)

Month			Year
January	May	September	1980
February	June	October	1981
March	July	November	1982
April	August	December	

F. Have you completed this program? (MARK ONE)

- Yes ... (ANSWER G)
- No, left without completing ... (ANSWER G)
- No, still enrolled ... (GO TO Q. 37)

G. If you are no longer in the program, when did you leave the program? (MARK OVALS FOR MONTH AND YEAR)

Month			Year
January	May	September	1980
February	June	October	1981
March	July	November	1982
April	August	December	

37. **Between the time you left high school and the end of February 1982, have you participated in any course or program of academic tutoring, or remedial courses in summer school, college or other educational institution? (MARK ONE)**

- Yes, I have participated
- No, I have not participated in such a program

38. **Since leaving high school, have you enrolled in an educational institution, such as vocational or trade school, or a college? (MARK ALL THAT APPLY)**

a. No ... (SKIP TO Q. 40)
b. Yes, a vocational, trade, or business school
c. Yes, junior or community college
d. Yes, regular four-year college or university
e. Other (DESCRIBE)

_____

39. **During the last month you were enrolled, what was your actual or intended field of study or training (for example, agriculture, history, secretarial)? (WRITE IN)**

Name of specific field or area:

_____

Office Use Only

40. **As things stand now, how far in school do you think you will get? (MARK ONE)**

- Less than high school graduation ○
- High school graduation only ○
- Vocational, trade, or business school after high school
  - Less than two years ○
  - Two years or more ○
- College program
  - Less than two years of college ○
  - Two or more years of college (including two-year degree) ○
  - Finished college (four- or five-year degree) ○
  - Master's degree or equivalent ○
  - Ph.D., M.D., or other advanced professional degree ○
- Don't know ○

41. **How far in school do you think your parents want you to go? (MARK ONE)**

- Less than high school graduation ○
- High school graduation only ○
- Vocational, trade, or business school after high school
  - Less than two years ○
  - Two years or more ○
- College program
  - Less than two years of college ○
  - Two or more years of college (including two-year degree) ○
  - Finished college (four- or five-year degree) ○
  - Master's degree or equivalent ○
  - Ph.D., M.D., or other advanced professional degree ○
- Don't know ○

42. **What is the lowest level of education you would be satisfied with? (MARK ONE)**

- Less than high school graduation ○
- High school graduation only ○
- Vocational, trade, or business school after high school
  - Less than two years ○
  - Two years or more ○
- College program
  - Less than two years of college ○
  - Two or more years of college (including two-year degree) ○
  - Finished college (four- or five-year degree) ○
  - Master's degree or equivalent ○
  - Ph.D., M.D., or other advanced professional degree ○
- Don't know ○

43. **Since leaving high school, have you tried to enlist into *any* branch of the Armed Forces? (MARK ONE)**

- Yes
- No, but I plan to try to enlist soon
- No, and I don't plan to enlist

44. **Since leaving high school, have you served in the regular Armed Forces, a Reserve, National Guard Unit or the ROTC? (MARK ONE)**

- Yes, active duty ... (ANSWER A-J)
- Yes, National Guard, Reserves or ROTC, but not active duty ... (GO TO Q. 45)
- No ... (GO TO Q. 45)

A. In which branch of the Armed Forces did you serve? (MARK ONE)

- Army
- Navy
- Air Force
- Marine Corps
- Coast Guard
- National Guard or Reserves
- ROTC

B. When did you begin active duty? (MARK OVALS FOR MONTH AND YEAR)

Month			Year
January	May	September	1980
February	June	October	1981
March	July	November	1982
April	August	December	

C. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces? (MARK ONE)

- Yes ... (GO TO D)
- No ... (SKIP TO E)

D. What is the name of the specialized schooling program in which you spent the longest period of time? (PLEASE PRINT AND DO NOT ABBREVIATE)

Name of program: _____

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E. Specify your current primary military specialty code (Army-MOS, Air Force-AFSC, Marines-MOS, Navy-NEC).
(PLEASE PRINT AND USE STANDARD ABBREVIATIONS)

Name of specialty and code: _____

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44. Continued.

F. What is the highest pay grade you have held in the Armed Forces? (WRITE IN)

Pay grade: _____

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G. Have you taken any courses while in the Armed Forces that: (MARK ONE OVAL FOR EACH LINE)

	Yes	No
a. Prepared you for the high school equivalency test?	○	○
b. Prepared you for equivalency tests that can be taken for college credit?	○	○
c. Were college-sponsored courses which gave college credits?	○	○

H. Are you currently on active duty?

Yes ○ (GO TO I)
No ○ (MARK OVALS FOR THE MONTH AND YEAR YOU LEFT. THEN GO TO Q. 45)

Month			Year
January ○	May ○	September ○	1980 ○
February ○	June ○	October ○	1981 ○
March ○	July ○	November ○	1982 ○
April ○	August ○	December ○	

I. How long do you expect to be on active duty in the Armed Forces? (MARK ONE)

For a two-year enlistment only ○
For a three-year or four-year enlistment ○
For a six-year enlistment ○
For more than one enlistment, but less than a full career ○
For a full career (20 years minimum) ○
Have not decided ○

J. What do you plan to do when you get out of the Armed Forces? (MARK ONE OVAL FOR EACH LINE)

	My plans	NOT my plans
a. Full-time or part-time work in a field in which I received training in the Armed Forces	○	○
b. Full-time or part-time work, but not in the field in which I received training in the Armed Forces	○	○
c. College, either full-time or part-time	○	○
d. Technical, vocational, or business or career training school, either full-time or part-time	○	○
e. Registered apprenticeship or on-the-job training program	○	○
f. Retire	○	○
g. Undecided	○	○
h. Other (DESCRIBE)		

_____ ○

45. **Write in here the name of the job or occupation that you expect or plan to have when you are 30 years old. Even if you are not at all sure, write in your best guess.**

(WRITE IN) _____

A. Which of the categories below comes closest to describing that job? (MARK ONE)

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent ○
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter ○
FARMER, FARM MANAGER ○
HOMEMAKER (without other job) ○
LABORER such as construction worker, car washer, sanitary worker, farm laborer ○
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official ○
MILITARY such as career officer, enlisted man or woman in the Armed Forces ○
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver ○
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including school teacher ○
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher ○
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner ○
PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter ○
SALES such as salesperson, advertising or insurance agent, real estate broker ○
SCHOOL TEACHER such as elementary or secondary ○
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter, waitress ○
TECHNICAL such as draftsman, medical or dental technician, computer programmer ○
NOT WORKING ○

46. **How important was each of the following factors in determining the kind of work you plan to be doing for most of your life? (MARK ONE OVAL FOR EACH LINE)**

	Not important	Somewhat important	Very important
a. Previous work experience in the area	○	○	○
b. Good income to start or within a few years	○	○	○
c. Job security and permanence	○	○	○
d. Work that seems important and interesting to me	○	○	○
e. Freedom to make my own decisions	○	○	○
f. Meeting and working with sociable, friendly people	○	○	○

47. **Would you be willing to move from this town or city in order to get a job you want? (MARK ONE)**

- Yes, I would prefer to move away ○
- Yes, it makes no difference to me ○
- Yes, but I would prefer to find work in this community ○
- No, I am not willing to move ○

The next four questions ask about your parents or guardians. If you have *both* a natural father and a stepfather or other male guardian, answer for the one who lives in the same household with you. Similarly, if you have *both* a natural mother and a stepmother or other female guardian, answer for the one who lives in the same household with you.

Please answer for the same persons in later questions that ask about your father or mother.

48. **Please describe below the job most recently held by your father (stepfather or male guardian), even if he is not working at present.**

(WRITE IN) _____

A. **Which of the categories below comes closest to describing that job? (MARK ONE)**

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent ○
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter ○
- FARMER, FARM MANAGER ○
- HOMEMAKER (without other job) ○
- LABORER such as construction worker, car washer, sanitary worker, farm laborer ○
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official ○
- MILITARY such as career officer, enlisted man in the Armed Forces ○
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver ○
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, athlete, politician, but not including school teacher ○
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher ○
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner ○
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter ○
- SALES such as salesperson, advertising or insurance agent, real estate broker ○
- SCHOOL TEACHER such as elementary or secondary ○
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter ○
- TECHNICAL such as draftsman, medical or dental technician, computer programmer ○
- Never worked ○
- Don't know ○

49. **Please describe below the job most recently held by your mother (stepmother or female guardian), even if she is not working at present.**

(WRITE IN) _____

A. Which of the categories below comes closest to describing that job? (MARK ONE)

- CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent ○
- CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter ○
- FARMER, FARM MANAGER ○
- HOMEMAKER (without other job) ○
- LABORER such as construction worker, car washer, sanitary worker, farm laborer ○
- MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official ○
- MILITARY such as career officer, enlisted woman in the Armed Forces ○
- OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver ○
- PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actress, athlete, politician, but not including school teacher ○
- PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher ○
- PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner ○
- PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter ○
- SALES such as salesperson, advertising or insurance agent, real estate broker ○
- SCHOOL TEACHER such as elementary or secondary ○
- SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter ○
- TECHNICAL such as draftsman, medical or dental technician, computer programmer ○
- Never worked ○
- Don't know ○

50. **What was the highest level of education your father (stepfather or male guardian) completed? (MARK ONE)**

- Less than high school graduation ○
- High school graduation only ○
- Vocational, trade, or business school after high school
  - Less than two years ○
  - Two years or more ○
- College program
  - Less than two years of college ○
  - Two or more years of college (including two-year degree) ○
  - Finished college (four- or five-year degree) ○
  - Master's degree or equivalent ○
  - Ph.D., M.D., or other advanced professional degree ○
- Don't know ○

51. **What was the highest level of education your mother (stepmother or female guardian) completed? (MARK ONE)**

- Less than high school graduation
- High school graduation only
- Vocational, trade, or business school after high school
  - Less than two years
  - Two years or more
- College program
  - Less than two years of college
  - Two or more years of college (including two-year degree)
  - Finished college (four- or five-year degree)
  - Master's degree or equivalent
  - Ph.D., M.D., or other advanced professional degree
- Don't know

52. **What is your race? (MARK ONE)**

- Black
- White
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Other (WRITE IN) _____

53. **What is your origin or descent? (If more than one, please mark below the one you consider the *most important* part of your background.) (MARK ONE)**

HISPANIC OR SPANISH:
- Mexican, Mexican-American, Chicano
- Cuban, Cubano
- Puerto Rican, Puertorriqueño or Boricua
- Other Latin American, Latino, Hispanic, or Spanish descent (WRITE IN) _____

NON-HISPANIC

54. **How many brothers and sisters do you have? Please include stepbrothers and stepsisters if they live or have lived in your home. (MARK ONE)**

- None
- One
- Two
- Three
- Four
- Five
- Six or more

55. **How many of your brothers and sisters are *older* than you are? Please include stepbrothers and stepsisters if they live or have lived in your home. (MARK ONE)**

- None
- One
- Two
- Three
- Four
- Five
- Six or more

56. **How many of your brothers and sisters will be in college next fall? (Please include stepbrothers and stepsisters if they live in your parents' home.) (MARK ONE)**

- I don't have any brothers or sisters ○
- None ○
- One ○
- Two or more ○

57. **How many of your brothers and sisters will be in high school next fall? (Please include stepbrothers and stepsisters if they live in your parents' home.) (MARK ONE)**

- I don't have any brothers or sisters ○
- None ○
- One ○
- Two or more ○

58. **What was your marital status the *first week of February 1982*? (MARK ONE)**

- Never married ○ ... (SKIP TO Q. 63)
- Divorced ○ ... (SKIP TO Q. 62)
- Widowed ○ ... (SKIP TO Q. 62)
- Separated ○ ... (SKIP TO Q. 62)
- Married ○ ... (GO TO Q. 59)

59. **What was your husband or wife doing the first week of February 1982? (MARK ALL THAT APPLY)**

- He/she was working for pay at a full-time or part-time job ○
- Enrolled in graduate or professional school ○
- Taking academic courses at a two- or four-year college ○
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) ○
- On active duty in the Armed Forces (or service academy) ○
- Homemaker (without other job) ○
- Temporary layoff from work, looking for work, or waiting to report to work ○

Other (DESCRIBE) _____ ○

60. **Did your husband or wife hold a job the first week of February 1982? (MARK ONE)**

Yes ..... ○ ... (ANSWER A-C)
No ..... ○ ... (SKIP TO Q. 61)

A. Please describe below the job your husband or wife held the first week of February 1982.

a. For whom did he or she work?
(Name of company, business organization, or other employer)

(WRITE IN): _____

b. What kind of business or industry was this?
(For example, retail shoe store, restaurant, etc.)

(WRITE IN): _____

c. What kind of job or occupation did he or she have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(WRITE IN): _____

d. What were his or her most frequent activities or duties on this job?
(For example, selling shoes, waiting on tables, typing and filing, etc.)

(WRITE IN): _____

⓪○①②③④⑤⑥⑦⑧⑨	Office Use Only	⓪○①②③④⑤⑥⑦⑧⑨
⓪○①②③④⑤⑥⑦⑧⑨		⓪○①②③④⑤⑥⑦⑧⑨
⓪○①②③④⑤⑥⑦⑧⑨		⓪○①②③④⑤⑥⑦⑧⑨

e. Was he or she: (MARK ONE)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary or commissions? ..... ○
A GOVERNMENT employee (Federal, State, county or local institution or school)? ..... ○
Self-employed in his or her OWN business, professional practice, or farm? ..... ○
Working WITHOUT PAY in family business or farm? ..... ○

f. When did he or she start working at this job?
(MARK OVALS FOR MONTH AND YEAR)

Month			Year	
January ○	May ○	September ○	1976 or before ○	1980 ○
February ○	June ○	October ○	1977 ○	1981 ○
March ○	July ○	November ○	1978 ○	1982 ○
April ○	August ○	December ○	1979 ○	

g. Is he or she currently working at this job? (MARK ONE)

Yes ..... ○
No ..... ○ — MONTH LEFT JOB (MARK ONE)

February ○	April ○	June ○
March ○	May ○	July ○

60. Continued.

B. How many hours did he or she usually work at this job in an average week? (WRITE IN)

Hours per week _____

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C. In an average week, approximately how much did he or she earn at this job? (Report his or her gross earnings before deductions. If not paid by the week, please estimate.) (WRITE IN)

$_____ per week
(Earnings before deductions)

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61. **As of the first week of February 1982, what was the highest level of education that your husband or wife had attained? (MARK ONE)**

- Less than high school graduation ○
- High school graduation only ○
- Vocational, trade, or business school after high school
  - Less than two years ○
  - Two years or more ○
- College program
  - Less than two years of college ○
  - Two or more years of college (including two-year degree) ○
  - Finished college (four- or five-year degree) ○
  - Master's degree or equivalent ○
  - Ph.D., M.D., or other advanced professional degree ○
- Don't know ○

62. **How many times have you been married? (MARK ONE)**

- Once ○
- Twice ○
- Three or more times ○

Now we would like some information about your current or most recent marriage and any past marriage(s). Please start with your current or most recent marriage and then report the one(s) before that, if any.

	(1) Current or most recent marriage	(2) Previous marriage	(3) Previous marriage
A. When did this marriage begin? (MARK OVALS FOR MONTH AND YEAR)	Month	Month	Month
	January ○	January ○	January ○
	February ○	February ○	February ○
	March ○	March ○	March ○
	April ○	April ○	April ○
	May ○	May ○	May ○
	June ○	June ○	June ○
	July ○	July ○	July ○
	August ○	August ○	August ○
	September ○	September ○	September ○
	October ○	October ○	October ○
	November ○	November ○	November ○
	December ○	December ○	December ○
	Year	Year	Year
	1978 or before ○	1978 or before ○	1978 or before ○
	1979 ○	1979 ○	1979 ○
	1980 ○	1980 ○	1980 ○
	1981 ○	1981 ○	1981 ○
	1982 ○	1982 ○	1982 ○
B. When did this marriage end? (MARK OVALS FOR MONTH AND YEAR AND COMPLETE PART C AND D)	Month	Month	Month
	January ○	January ○	January ○
	February ○	February ○	February ○
	March ○	March ○	March ○
	April ○	April ○	April ○
	May ○	May ○	May ○
	June ○	June ○	June ○
	July ○	July ○	July ○
	August ○	August ○	August ○
	September ○	September ○	September ○
	October ○	October ○	October ○
	November ○	November ○	November ○
	December ○	December ○	December ○
	Year	Year	Year
	1978 or before ○	1978 or before ○	1978 or before ○
	1979 ○	1979 ○	1979 ○
	1980 ○	1980 ○	1980 ○
	1981 ○	1981 ○	1981 ○
	1982 ○	1982 ○	1982 ○
(IF STILL MARRIED, MARK THIS OVAL — GO TO COLUMN 2, OR Q. 63.)	Still Married ○		

62. Continued

	(1) Current or most recent marriage	(2) Previous marriage	(3) Previous marriage
C. How did this marriage end? (MARK ONE OVAL)	Separation ○ Divorce or annulment ○ Death ○	Divorce or annulment ○ Death ○	Divorce or annulment ○ Death ○

IF SEPARATED, ANSWER D:

D. When did you stop living together with your spouse? (MARK OVALS FOR MONTH AND YEAR)

Month			Year
January ○	May ○	September ○	1978 or before ○
February ○	June ○	October ○	1979 ○
March ○	July ○	November ○	1980 ○
April ○	August ○	December ○	1981 ○

63. How many children, altogether, do you eventually expect to have? (MARK ONE)

- None ○
- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

64. Did you have any children (including adopted, foster-care, and stepchildren) as of the first week of February 1982? (MARK ONE)

- Yes ○ (ANSWER A)
- No ○ (SKIP TO Q. 67)

A. How many children (including adopted, foster-care, and stepchildren) did you have as of the first week of February 1982? (MARK ONE)

- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

65. **Next we would like some information about your children (including adopted, foster-care, and stepchildren). Please start with your first child and then report the one(s) after that, if any.**

	First Child	Second Child	Third Child	Fourth Child	Fifth Child
A. What is the birthdate of this child? (MARK OVALS FOR MONTH AND YEAR)	Month	Month	Month	Month	Month
	January ○	January ○	January ○	January ○	January ○
	February ○	February ○	February ○	February ○	February ○
	March ○	March ○	March ○	March ○	March ○
	April ○	April ○	April ○	April ○	April ○
	May ○	May ○	May ○	May ○	May ○
	June ○	June ○	June ○	June ○	June ○
	July ○	July ○	July ○	July ○	July ○
	August ○	August ○	August ○	August ○	August ○
	September ○	September ○	September ○	September ○	September ○
	October ○	October ○	October ○	October ○	October ○
	November ○	November ○	November ○	November ○	November ○
	December ○	December ○	December ○	December ○	December ○
	Year	Year	Year	Year	Year
	1978 or before ○	1978 or before ○	1978 or before ○	1978 or before ○	1978 or before ○
	1979 ○	1979 ○	1979 ○	1979 ○	1979 ○
	1980 ○	1980 ○	1980 ○	1980 ○	1980 ○
	1981 ○	1981 ○	1981 ○	1981 ○	1981 ○
	1982 ○	1982 ○	1982 ○	1982 ○	1982 ○
B. Is the child a boy or a girl? (MARK ONE OVAL)	Boy ○	Boy ○	Boy ○	Boy ○	Boy ○
	Girl ○	Girl ○	Girl ○	Girl ○	Girl ○
C. Is the child adopted, a stepchild, a foster-care child or a child born to you? (MARK ONE OVAL)	Born to me ○	Born to me ○	Born to me ○	Born to me ○	Born to me ○
	Adopted ○	Adopted ○	Adopted ○	Adopted ○	Adopted ○
	Stepchild ○	Stepchild ○	Stepchild ○	Stepchild ○	Stepchild ○
	Foster-care ○	Foster-care ○	Foster-care ○	Foster-care ○	Foster-care ○

66. **How many of your children (including adopted, step or foster-care children) lived in your household as of the first week of February 1982? (MARK ONE)**

- None ○
- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

67. **Not including yourself, how many persons were dependent upon you for more than one-half of their financial support in the first week of February 1982? (MARK ONE)**

- None ○
- One ○
- Two ○
- Three ○
- Four ○
- Five ○
- Six or more ○

68. **In the first week of February 1982, were you dependent upon others such as your parents, spouse, or any other relatives or friends for more than one-half of your financial support? (MARK ONE)**

- Yes, primarily upon my parents ○
- Yes, primarily upon my spouse ○
- Yes, primarily upon other relatives or friends ○
- No ○

69. **As of the first week of February 1982, did you own a house, apartment, co-op, condominium or mobile home? (MARK ONE)**

- Yes ○
- No ○

70. **What is the best estimate of your income before taxes for (a) *ALL OF 1980*, and for (b) *ALL OF 1981*? If married, include your spouse's income in the total. *Do not include loans*. Please make a dollar amount entry on each line. If you did not receive any income from a source, enter a zero, "0." (WRITE IN AMOUNTS)**

	(a) Amount received 1980	(b) Amount received 1981
a. Your own wages, salaries, and commissions, and your own net income from a business or farm	$_____	$_____
b. Your spouse's (husband or wife) wages, salaries, and commissions, and his or her net income from a business or farm	$_____	$_____
c. Public assistance, welfare, AFDC, etc. (include spouse's)	$_____	$_____
d. Your unemployment compensation	$_____	$_____
e. Your spouse's unemployment compensation	$_____	$_____
f. All other income you and your spouse received (include interest, dividends, rental property, income, gifts, scholarships, fellowships, etc.)	$_____	$_____
g. TOTAL INCOME FOR YOU AND FOR YOUR SPOUSE	$_____	$_____

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	a 1980		b 1981	
a.		e.		e.
b.		f.		f.
c.		g.		g.
d.				

71. **At what age do you expect to ... (MARK ONE OVAL FOR EACH LINE)**

	Don't expect to do this	Have already done this	Age in years: Under 18	18	19	20	21	22	23	24	25	26	27	28	29	30 or more
a. Get married?																
b. Have your first child?																
c. Start your first regular (not summer) job?																
d. Live in your own home or apartment?																
e. Finish your full-time education?																

72. **This year how often have you done the following things either in or out of school? (MARK ONE OVAL FOR EACH LINE)**

	Never	Once	A few times	Often
a. Spoken before an audience of 50 or more				
b. Helped plan for a large social event				
c. Explained or defended a position on an issue of some importance before a group				
d. Worked with a group on a project with little adult supervision				
e. Headed group problem-solving discussions				
f. Chaired a meeting				

73. **Are the following statements about yourself true or false? (MARK ONE OVAL FOR EACH LINE)**

	True	False
a. I have been in serious trouble with the law		
b. I am overweight		
c. Others think of me as physically unattractive		
d. I like to work hard in school		
e. I enjoy working for pay		
f. I will be disappointed if I don't graduate from college		

74. **How often do you spend time on the following activities? (MARK ONE OVAL FOR EACH LINE)**

	Rarely or never	Less than once a week	Once or twice a week	Every day or almost every day
a. Spending time talking with friends				
b. Reading for pleasure				
c. Going out on dates				
d. Just driving or riding around (alone or with friends)				
e. Thinking or daydreaming alone				
f. Talking with your mother or father				
g. Reading the front page of the newspaper				

75. **During weekdays about how many hours per day do you watch TV? (MARK ONE)**

- Don't watch TV during weekdays ○
- Less than 1 hour ○
- 1 hour or more, less than 2 ○
- 2 hours or more, less than 3 ○
- 3 hours or more, less than 4 ○
- 4 hours or more, less than 5 ○
- 5 hours or more ○

76. **Do you know how to ... (MARK ONE OVAL FOR EACH LINE)**

	Yes	Not sure	No
a. Apply for an office job in a big company?	○	○	○
b. Find out about different kinds of jobs?	○	○	○
c. Arrange a bus, train or plane trip to go out of town?	○	○	○

77. **How do you feel about each of the following statements? (MARK ONE OVAL FOR EACH LINE)**

	Agree strongly	Agree	Disagree	Disagree strongly	No opinion
a. I take a positive attitude toward myself	○	○	○	○	○
b. Good luck is more important than hard work for success	○	○	○	○	○
c. I feel I am a person of worth, on an equal plane with others	○	○	○	○	○
d. I am able to do things as well as most other people	○	○	○	○	○
e. Every time I try to get ahead, something or somebody stops me	○	○	○	○	○
f. Planning only makes a person unhappy, since plans hardly ever work out anyway	○	○	○	○	○
g. People who accept their condition in life are happier than those who try to change things	○	○	○	○	○
h. On the whole, I am satisfied with myself	○	○	○	○	○
i. What happens to me is my own doing	○	○	○	○	○
j. At times I think I am no good at all	○	○	○	○	○
k. When I make plans, I am almost certain I can make them work	○	○	○	○	○
l. I feel I do not have much to be proud of	○	○	○	○	○

QUESTIONS 78 THROUGH 81 ARE STRICTLY VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

78. **On how many occasions (if any) have you used HASHISH (hash) or MARIJUANA (grass, pot, dope) ...? (MARK ONE OVAL FOR EACH LINE)**

	0 times	1-2 times	3-5 times	6-9 times	10-19 times	20-48 times	49 or more
a. In your lifetime	○	○	○	○	○	○	○
b. During the last 12 months	○	○	○	○	○	○	○
c. During the last 30 days	○	○	○	○	○	○	○
d. During your last year of high school	○	○	○	○	○	○	○

79. **How frequently (if at all) have you smoked cigarettes during the past thirty days? (MARK ONE)**

- ○ Not at all
- ○ Less than 5 cigarettes per day
- ○ About one-*half* pack per day
- ○ About one pack per day
- ○ About one and one-half packs per day
- ○ Two packs of cigarettes or more per day

80. **On how many occasions (if any) have you had alcohol to drink (beer, wine, liquor) during the past thirty days? (MARK ONE)**

- ○ Did not have alcoholic drink in the last thirty days
- ○ On one or two occasions
- ○ On three to five occasions
- ○ On six to nine occasions
- ○ On ten to nineteen occasions
- ○ On twenty occasions or more

81. **In the last thirty days, how many drinks did you *usually* have in a row? (MARK ONE)**

- ○ Did not drink
- ○ Usually had only one drink
- ○ Usually had two drinks in a row
- ○ Usually had three or four drinks in a row
- ○ Usually had five or more drinks in a row

74

82. **How important is each of the following to you in your life? (MARK ONE OVAL FOR EACH LINE)**

	Not important	Somewhat important	Very important
a. Being successful in my line of work	○	○	○
b. Finding the right person to marry and having a happy family life	○	○	○
c. Having lots of money	○	○	○
d. Having strong friendships	○	○	○
e. Being able to find steady work	○	○	○
f. Being a leader in my community	○	○	○
g. Being able to give my children better opportunities than I've had	○	○	○
h. Living close to parents and relatives	○	○	○
i. Getting away from this area of the country	○	○	○
j. Working to correct social and economic inequalities	○	○	○
k. Having children	○	○	○
l. Having leisure time to enjoy my own interests	○	○	○

83. **Do you have any of the following conditions? (MARK ALL THAT APPLY)**
○

a. Specific learning disability ○
b. Visual handicap (not corrected by glasses) ○
c. Hard of hearing ○
d. Deafness ○
e. Speech disability ○
f. Orthopedic handicap ○
g. Other physical disability or handicap (DESCRIBE) _____ ○
h. None of these conditions ○

84. **Do you feel that you have a physical condition that limits the kind or amount of work you can do on a job, or affects your chances for more education? (MARK ONE)**

Yes ○
No ○

85. **What is your sex? (MARK ONE)**
○

Male ○
Female ○

86. **What is your birthdate? (WRITE IN)**

MONTH		**DAY**		**YEAR**	

Office Use Only	

PLEASE FILL OUT THE TWO FORMS ON THE PAGE WHICH FOLLOWS. THESE FORMS ARE:

Information for Future Follow-Up: We will be contacting you from time to time to send newsletters and to talk to you again about two years from now. Please fill out the information form so that we will be able to reach you.

Permission Form: In order to complete our information about students, we need to obtain additional data from schools. The Permission Form will allow your school to give us the data.

We appreciate the time and effort you have given to completing this questionnaire and want to thank you very much for your help.

NORC-DO
4345
1982

ID #: ☐☐☐☐☐ - ☐☐ - ☐

INFORMATION FOR FUTURE FOLLOW-UP

PRINT name, address, and the telephone number where you can most usually be reached during the coming year.

YOUR NAME: _____ TELEPHONE

ADDRESS: _____ AREA CODE NUMBER

CITY: _____ STATE: _____ COUNTY: _____ ZIP _____

PRINT the name, address, and telephone number of your parents.

PARENT'S NAME: _____ TELEPHONE

ADDRESS: _____ AREA CODE NUMBER

CITY: _____ STATE: _____ ZIP _____

PRINT the names and addresses of two other people who will know where to get in touch with you during the coming yea (List no more than one person who now lives with you.)

NAME: _____ TELEPHONE

ADDRESS: _____ AREA CODE NUMBER

CITY: _____ STATE: _____ ZIP _____

NAME: _____ TELEPHONE

ADDRESS: _____ AREA CODE NUMBER

CITY: _____ STATE: _____ ZIP _____

PRINT spouse's full name (if you are married).

SPOUSE'S FULL NAME: _____

Please give the following information about yourself.

(a) Date of birth _____ (month) _____ (day) _____ (year

(b) Sex: (Mark one)

Male.....

Female.....

(c) Driver's License No. _____ State _____

(d) When did you complete this questionnaire? _____ (month) _____ (day) _____ (year

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE HIGH SCHOOL AND BEYOND STUDY.

7

HIGH SCHOOL AND BEYOND

PERMISSION FORM

This form is to request your signed permission to have your school give us certain school record information and to obtain your social security number. The information will be used solely for purposes of this survey. We wish to thank you in advance for your help and cooperation.

School Record Information

Please give the HIGH SCHOOL AND BEYOND SURVEY a copy of my school transcript. The information to be given includes standard test scores, grade point averages and attendance records.

Signature_____

PRINT Name
Signed Above_____

Street
Address_____

City/State/
Zip_____

Social Security Account Number

In accordance with the Privacy Act of 1974 (Public Law 93-579), please note:

1) Disclosure of your social security account number is voluntary.

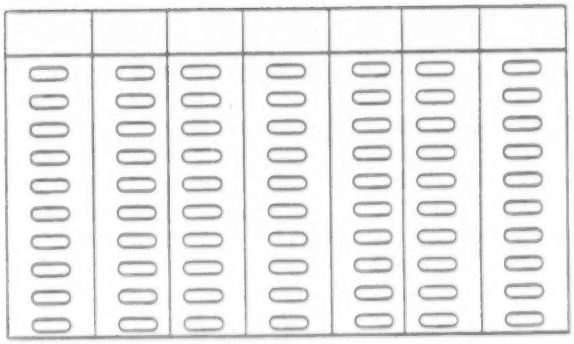
2) This study is being conducted under the provisions of Public Law 20 USC 1221e-1. Research goals are the reason for this voluntary disclosure of your social security number.

_____

Social Security Account Number

Method of Administration

- ⬭ Group (not in school)
- ⬭ In-person
- ⬭ Telephone



Appendix C:

NELS:88 1992 Dropout Questionnaire

NORC - 4521
Form Approved
OMB No. 1850-0652
App. Exp.: 7/92

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

SECOND FOLLOW-UP

NOT CURRENTLY IN SCHOOL QUESTIONNAIRE

Prepared for the U.S. Department of Education
National Center for Education Statistics

By the National Opinion Research Center (NORC)
A Social Science Research Center
at the University of Chicago

USES OF THE DATA

The data from the survey will be used by educators and by federal and state policy makers to address the important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is required to protect the privacy of individuals who participate in surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.

2. We are asking you these questions in order to gather information about what happens to students when they decide to leave school and make decisions about what they are going to do after leaving.

3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

4. Your responses will be combined with those of other respondents, and the answers you give will never be identified as yours.

The public reporting burden for this collection of information is estimated to average three hours (180 minutes), including one hour for the questionnaire, one and one-half hours for the Cognitive Test, and up to one-half hour for distributing materials, and giving instructions. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4561 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

The purpose of this survey is to collect information that will allow educators and policy makers to better understand the experiences individuals have in school as well as in the workplace.

This questionnaire is not a test. We hope you will answer each question truthfully, because we need your answer. You may skip any question you do not wish to answer.

BEST COPY AVAILABLE

GENERAL INSTRUCTIONS

PLEASE READ EACH QUESTION CAREFULLY.

It is important that you follow the directions for responding to each kind of question. These are:

A. CIRCLE ONE

What is the color of your eyes?

(CIRCLE ONE)

Brown 1

Blue 2

Green . . . . . (3)

Another color 4

If the color of your eyes is green, you would circle the number 3 as shown.

B. CIRCLE ONE ON EACH LINE

Do you plan to do any of the following next week?

(CIRCLE ONE ON EACH LINE)

	Yes	No	Not Sure
a. Rent a Videotape	1	(2)	3
b. Go to a baseball game	1	2	(3)
c. Stop by a friend's house	(1)	2	3

If you do not plan to rent a videotape, are not sure about going to a baseball game next week, and plan to stop by a friend's house, you would circle one item on each line as shown.

C. (QUESTION WITH A SKIP)

a. **Do you ever eat chocolate?**

(CIRCLE ONE CATEGORY)

Yes . . . . . 1 – **Go to b** - - - - - - - - - -

No . . . . . 2 – **Skip to c**

b. **Do you always brush your teeth after eating chocolate?**

(CIRCLE ONE CATEGORY)

Yes 1

No 2

c. **Last week, did you do any of the following?**

(CIRCLE ONE ON EACH LINE)

	Yes	No
Saw a play	1	2
Went to a movie	1	2
Attended a sporting event	1	2

I. ADDRESS INFORMATION

1. **Please print your name, address, and telephone number.**

NAME:

_____ _____ _____
Last First Middle

ADDRESS: _____
Number Street

_____
Apartment Number

_____ _____ _____
City State ZIP Code

TELEPHONE: (_____)_____ I do not have a telephone 1
Area Code Telephone Number

WHEN WE SAY PARENT(S), MOTHER, OR FATHER, ANSWER FOR THE PARENT/GUARDIAN OR STEP-PARENT WITH WHOM YOU LIVE MOST OF THE TIME.

2A. **Is your mother's address and telephone number the same as yours?**

(CIRCLE ONE)

Yes . . . . . 1 **–> SKIP TO QUESTION 2C ON PAGE 2**

No . . . . . 2 **–> GO TO 2B ON PAGE 2**

My mother is no longer living . . . 3 **–> SKIP TO QUESTION 3A ON PAGE 2**

BEST COPY AVAILABLE

2B. **Please fill in your mother's name and address in the space below. If you have both a mother and a female guardian, write in the name of the one you live with most of the time.**

NAME:

Last _____ First _____ Middle _____

ADDRESS: Number _____ Street _____

Apartment Number _____

City _____ State _____ ZIP Code _____

TELEPHONE: (_____) _____ Area Code Telephone Number

She does not have a telephone 1

2C. **What is your mother's work phone number?**

TELEPHONE: (_____) _____ Area Code Telephone Number

She does not work 1

I don't know the phone number . . 2

3A. **Is your father's address and telephone number the same as yours?**

(CIRCLE ONE)

Yes . . . . . 1 **–> SKIP TO QUESTION 3C ON PAGE 3**

No . . . . . 2 **–> GO TO 3B ON PAGE 3**

My father is no longer living . . . . 3 **–> SKIP TO QUESTION 4A ON PAGE 3**

3B. **Please fill in your father's name and address in the space below. If you have both a father and a male guardian, write in the name of the one you live with most of the time.**

NAME:

_____ _____ _____
Last First Middle

ADDRESS: _____
Number Street

_____
Apartment Number

_____ _____ _____
City State ZIP Code

TELEPHONE: (_____)_____ He does not have a telephone 1
Area Code Telephone Number

3C. **What is your father's work phone number?**

TELEPHONE: (_____)_____
Area Code Telephone Number

He does not work 1

I don't know the phone number . . 2

4A. **Please write in the name, address, and telephone number of a relative or close friend who does not live with you and who will always know how to contact you.**

NAME:

_____ _____ _____
Last First Middle

ADDRESS: _____
Number Street

_____
Apartment Number

_____ _____ _____
City State ZIP Code

TELEPHONE: (_____)_____ He/She does not have a telephone . . . 1
Area Code Telephone Number

4B. What is your relationship to this person?

(CIRCLE ONE)

A close friend	1	
A relative	2	

5A. What is your marital status?

(CIRCLE ONE)

Single, never married	01	**–> SKIP TO QUESTION 5E ON PAGE 6**
Married	02	**–> GO TO QUESTION 5B**
Divorced/separated	03	**–> GO TO QUESTION 5C**
Widowed	04	**–> SKIP TO QUESTION 5E ON PAGE 6**
Not married but living in a marriage-like relationship	05	**–> SKIP TO QUESTION 5E ON PAGE 6**
Other	06	**–> SKIP TO QUESTION 5E ON PAGE 6**

5B. When did you marry your current spouse? (WRITE IN BELOW)

|__|__| 19 |__|__|
Month Year

5C. Is the address and telephone number of your spouse or ex-wife/husband the same as yours?

(CIRCLE ONE)

Yes	1	**–> SKIP TO QUESTION 5E ON PAGE 6**
No	2	**–> GO TO QUESTION 5D ON PAGE 5**

5D. **Please fill in the name, address, and telephone number of your ex-wife/husband or current spouse.**

NAME:

_____ _____ _____
Last First Middle

ADDRESS: _____
Number Street

_____
Apartment Number

_____ _____ _____
City State ZIP Code

TELEPHONE: (_____)_____ He/She does not have a telephone . . . 1
Area Code Telephone Number

II. YOUR EDUCATIONAL EXPERIENCES AND ACTIVITIES

5E. What is today's date? (WRITE IN BELOW)

|___|___| |___|___|
Month Day

QUESTION 5F, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, IS VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

5F. What is your social security number? (WRITE IN NUMBER BELOW)

☐☐☐ - ☐☐ - ☐☐☐☐

WHEN ANSWERING THE FOLLOWING QUESTIONS, PLEASE REMEMBER THAT "SCHOOL" REFERS TO A SCHOOL GRANTING OR LEADING TO A HIGH SCHOOL DIPLOMA.

IT DOES NOT REFER TO A SCHOOL OR PROGRAM LEADING TO A GED OR HIGH SCHOOL EQUIVALENCY DEGREE OR TO VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL CERTIFICATION.

6. When did you last attend school (a school granting or leading to a high school diploma)? (CIRCLE ONE MONTH AND YEAR BELOW)

Month				Year	
January	01	May	05	September	09	1987 or before	01
February	02	June	06	October	10	1988	02
March	03	July	07	November	11	1989	03
April	04	August	08	December	12	1990	04
						1991	05
						1992	06

7. **What grade were you in then?**

CIRCLE ONE

8th grade	01	**GO TO QUESTION 8**
9th grade	02	**GO TO QUESTION 8**
10th grade	03	**GO TO QUESTION 8**
11th grade	04	**GO TO QUESTION 8**
12th grade	05	**GO TO QUESTION 8**
No grade system used	06	**SKIP TO QUESTION 9A**

8. **Did you pass that grade?**

CIRCLE ONE

Yes	1
No	2

9A. **Here are some reasons other people have given for leaving school. Which of these would you say applied to you?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	I got a job	1	2
b.	I didn't like school	1	2
c.	I couldn't get along with my teachers	1	2
d.	I couldn't get along with other students	1	2
e.	I wanted to have a family	1	2
f.	(FOR FEMALES ONLY) I was pregnant	1	2
g.	I became the father/mother of a baby	1	2
h.	I had to support my family	1	2
i.	I was suspended from school	1	2
j.	I did not feel safe at school	1	2
k.	I wanted to travel	1	2
l.	My friends had dropped out of school	1	2
m.	I had to care for a member of my family	1	2
n.	I was expelled from school	1	2
o.	I felt I didn't belong at school	1	2
p.	I couldn't keep up with my schoolwork	1	2
q.	I was getting poor grades/failing school	1	2
r.	I got married or planned to get married	1	2
s.	I changed schools and didn't like my new school	1	2
t.	I couldn't work and go to school at the same time	1	2
u.	I had a drug or alcohol problem	1	2
v.	Other (DESCRIBE BELOW)	1	2

_____

9B. **Of the reasons you identified in Question 9A, and considering any other reasons you might have had, what are the main reasons you left the last school you attended? (WRITE IN BELOW)**

_____

_____

_____

_____

_____

10A. ○ **Before you *last* left school, did you ever leave school for more than a month for a reason other than illness?**

(CIRCLE ONE)

Yes . . . . . 1 --> **GO TO QUESTION 10B**

No . . . . . 2 --> **SKIP TO QUESTION 14A ON PAGE 10**

10B. **When was the very first time you left school for more than a month? (CIRCLE ONE MONTH AND YEAR BELOW)**

Month			Year
January 01	May 05	September . . . 09	1987 or before 01
February . . . 02	June 06	October 10	1988 02
March 03	July 07	November . . . 11	1989 03
April 04	August 08	December . . . 12	1990 04
			1991 05
			1992 06

11. **When did you return to school? (CIRCLE ONE MONTH AND YEAR BELOW)**

Month			Year
January 01	May 05	September . . . 09	1987 or before 01
February . . . 02	June 06	October 10	1988 02
March 03	July 07	November . . . 11	1989 03
April 04	August 08	December . . . 12	1990 04
			1991 05
			1992 06

12A. **Did you leave school a second time for more than a month for a reason other than illness?**

(CIRCLE ONE)

Yes . . . . . 1 **–> GO TO QUESTION 12B**

No . . . . . 2 **–> SKIP TO QUESTION 14A**

12B. **When did you leave? (CIRCLE ONE MONTH AND YEAR BELOW)**

Month			Year
January 01	May 05	September . . . 09	1987 or before 01
February . . . 02	June 06	October 10	1988 02
March 03	July 07	November . . . 11	1989 03
April 04	August 08	December . . . 12	1990 04
			1991 05
			1992 06

13A. **Did you return to school again?**

(CIRCLE ONE)

Yes . . . . . 1 **–> GO TO QUESTION 13B**

No . . . . . 2 **–> SKIP TO QUESTION 14A**

13B. **When did you return? (CIRCLE ONE MONTH AND YEAR BELOW)**

Month			Year
January 01	May 05	September . . . 09	1987 or before 01
February . . . 02	June 06	October 10	1988 02
March 03	July 07	November . . . 11	1989 03
April 04	August 08	December . . . 12	1990 04
			1991 05
			1992 06

14A. **Did you attend school during the 1990-91 school year?**

(CIRCLE ONE)

Yes . . . . . 1 **–> GO TO QUESTION 14B ON PAGE 11**

No . . . . . 2 **–> SKIP TO QUESTION 15 ON PAGE 11**

14B. **About how many school days did you miss during the 1990-91 school year? (If you left school during that year, count only the days you missed before you left.) (WRITE IN BELOW).**

|___|___|___| **days**

15. **What is the name and location of the last school you attended? (WRITE IN BELOW)**

Name of School _____

City & State _____

16. **Did you attend this school during the 1989-90 school year?**

(CIRCLE ONE)

Yes 1

No 2

I was not in school in 1989-90 3

17A. **On the whole, do you feel that leaving school was a good decision for you?**

(CIRCLE ONE)

Yes 1

No 2

Don't know 3

17B. **Please explain why you feel that way. (WRITE IN BELOW)**

_____

_____

_____

_____

18. **How much do you agree with the following statements about the school you left?**

(CIRCLE ONE ON EACH LINE)

	Strongly agree	Agree	Disagree	Strongly disagree
a. There was real school spirit	1	2	3	4
b. Students made friends with students of other racial and ethnic groups	1	2	3	4
c. The teaching was good	1	2	3	4
d. Teachers were interested in students	1	2	3	4
e. Disruptions by other students got in the way of my learning	1	2	3	4
f. I didn't feel safe at this school	1	2	3	4
g. Fights often occurred between different racial or ethnic groups	1	2	3	4
h. There were many gangs in school	1	2	3	4

19. **How many times did the following things happen to you during the *last* semester or term you *completed* in school?**

(CIRCLE ONE ON EACH LINE)

		Never	1-2 times	3-6 times	7-9 times	10-15 times	Over 15 times
a.	I was late for school	00	01	02	03	04	05
b.	I cut or skipped classes	00	01	02	03	04	05
c.	I missed a day of school	00	01	02	03	04	05
d.	I got in trouble for not following school rules	00	01	02	03	04	05
e.	I was put on an in-school suspension	00	01	02	03	04	05
f.	I was suspended or put on probation from school	00	01	02	03	04	05
g.	I was transferred to another school for disciplinary reasons	00	01	02	03	04	05
h.	I was arrested	00	01	02	03	04	05
i.	I spent time in a juvenile home/detention center	00	01	02	03	04	05

20. **In the last high school you attended, which of the following best describes the type of program you were in?**

(CIRCLE ONE)

a. Never attended high school 00

b. General high school program 01

c. College prep, academic, or specialized academic (such as Science or Math) 02

d. Vocational, technical, or business and career

- Industrial arts/Technology education 03
- Agricultural occupations 04
- Business or office occupations 05
- Marketing or Distributive education 06
- Health occupations 07
- Home economics occupations 08
- Consumer and homemaking education 09
- Technical occupations 10
- Trade or industrial occupations 11

e. Other specialized high school program (such as Fine Arts) 12

f. Special education program 13

g. Don't know 14

h. Alternative, Stay-in-School, or Dropout Prevention Program 15

21. **Did anyone from your *school* do any of the following the last time you stopped going to school?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Offered to send me to another school	1	2
b.	Offered to put me in a special program	1	2
c.	Offered special tutoring	1	2
d.	Offered to help me make up work I missed	1	2
e.	Offered to help me with personal problems	1	2
f.	Told me I could come back if I kept a certain grade point average	1	2
g.	Told me I could come back if I didn't miss school so often	1	2
h.	Told me I could come back if I followed school discipline rules	1	2
i.	Tried to talk me into staying	1	2
j.	Told me I couldn't come back	1	2
k.	Expelled or suspended me	1	2
l.	Called or visited my home	1	2

22. **Did your *parents or guardians* do any of the following the last time you stopped going to school?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Offered to send me to another school	1	2
b.	Offered to put me in a special program	1	2
c.	Offered to arrange for special tutoring	1	2
d.	Offered to help me make up work I missed	1	2
e.	Offered to help me with personal problems	1	2
f.	Tried to talk me into staying in school	1	2
g.	Told me it was "OK" to leave	1	2
h.	Told me they were upset	1	2
i.	Punished me for leaving school	1	2
j.	Told me it was my decision to make	1	2
k.	Called my principal/teacher	1	2
l.	Called a school counselor	1	2
m.	Offered to arrange for outside counseling for me (with a psychologist or social worker)	1	2

23. **Since leaving school, have you enrolled in an educational institution, such as a vocational or trade school, or a college?**

(CIRCLE YES OR NO ON EACH LINE)

		Yes	No
a.	Technical, vocational, or trade school	1	2
b.	Two-year junior/community college: *technical, vocational, or trade program*	1	2
c.	Two-year junior/community college: *academic program*	1	2
d.	Four-year college or university	1	2
e.	GED program	1	2

24. **In the *past 2 years*, did any of the following things happen to you?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	I looked into an alternative school	1	2
b.	I saw a counselor/social worker	1	2
c.	I went to a youth center or outreach program	1	2
d.	I went to family counseling	1	2
e.	I did work for my religious group	1	2
f.	I was in a drug rehabilitation program	1	2
g.	I was in an alcohol rehabilitation program	1	2
h.	I failed a competency test required for high school graduation	1	2
i.	I was held back a grade in school	1	2
j.	I failed a course in school	1	2

The next few questions have to do with alternative programs in schools. Students in alternative programs take courses or receive special services that are different from the courses and services that most students get.

A GED program is an alternative program ONLY IF it involves services or courses that are not available to most students.

An alternative program can be part of a regular high school or it can exist by itself. Examples of alternative programs are: a school-within-a-school, a program for teenage parents, a dropout prevention program, a street academy, or a high school re-entry program.

25. Have you ever participated in an alternative program?

(CIRCLE ONE)

Yes ..... 1 **–> GO TO QUESTION 26A**

No ..... 2 **–> SKIP TO QUESTION 31 ON PAGE 20**

26A. When did you *enter* the most recent alternative program in which you have participated? (CIRCLE ONE FOR THE MONTH AND YEAR BELOW)

Month				Year	
January	01	May	05	September ...	09	1987 or before	01
February ...	02	June	06	October	10	1988	02
March	03	July	07	November ...	11	1989	03
April	04	August	08	December ...	12	1990	04
						1991	05
						1992	06

26B. Are you still enrolled in this program?

(CIRCLE ONE)

Yes ..... 1 **–> SKIP TO QUESTION 27 ON PAGE 19**

No, I left before completing the program ..... 2 **–> GO TO QUESTION 26C ON PAGE 19**

No, I completed the program ..... 3 **–> GO TO QUESTION 26C ON PAGE 19**

26C. **When did you *leave or complete* the most recent alternative program? (CIRCLE ONE MONTH AND YEAR BELOW)**

Month				Year	
January	01	May	05	September	09	1987 or before	01
February	02	June	06	October	10	1988	02
March	03	July	07	November	11	1989	03
April	04	August	08	December	12	1990	04
						1991	05
						1992	06

27. **Which of the following people referred you to this alternative program?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Your parent(s)	1	2
b.	Your brother(s)/sister(s)	1	2
c.	A teacher	1	2
d.	A school principal	1	2
e.	A school counselor	1	2
f.	A friend	1	2
g.	A relative	1	2
h.	Your minister, priest, or rabbi	1	2
i.	A social worker	1	2
j.	An adult friend or acquaintance outside of school	1	2
k.	Yourself	1	2

28. **Why did you enter this alternative program? (WRITE IN BELOW)**

_____

_____

29. **Have you received or did you receive any of the following services from this program?**

(CIRCLE ONE ON EACH LINE)

		Yes	No	Program does/did not offer
a.	Special instructional programs	1	2	3
b.	Tutoring by teachers	1	2	3
c.	Tutoring by other students	1	2	3
d.	Incentives or rewards for attendance or classroom performance	1	2	3
e.	Individual or group counseling	1	2	3
f.	Career counseling	1	2	3
g.	Job placement assistance	1	2	3
h.	Health care or health care referrals	1	2	3
i.	Childcare or nurseries for your children	1	2	3

30. **Altogether, in how many alternative programs have you participated?**

(CIRCLE ONE)

1 1

2 2

3 - 4 3

5 or more 4

31. **Do you plan to get a GED, high school diploma, or its equivalent?**

(CIRCLE ONE)

I have a GED or other equivalent ..... 1 **–> GO TO QUESTION 32 ON PAGE 21**

Yes ..... 2 **–> SKIP TO QUESTION 33A ON PAGE 21**

No ..... 3 **–> SKIP TO QUESTION 35 ON PAGE 22**

32. **When did you receive your GED, or equivalent? (WRITE IN BELOW)**

|___|___| 19 |___|___| **--> SKIP TO QUESTION 35 ON PAGE 22**
Month **Year**

33A. **Are you currently taking a class to prepare for the GED examination?**

(CIRCLE ONE)

Yes ..... 1 **--> SKIP TO QUESTION 34**

No ..... 2 **--> GO TO QUESTION 33B**

33B. **Do you plan to do either of the following?**

(CIRCLE ONE)

	Yes	**No**
Go back to school to get a high school diploma?	1	2
Enroll in a class to prepare for taking the GED or other equivalency test?	1	2

34. **About when do you expect to receive a high school diploma, or to take the examination for the GED or other high school equivalency exam? (WRITE IN DATE OR CIRCLE "1" BELOW)**

|___|___| 19 |___|___|
Month **Year**

Don't know 1

35. **How often do you spend time on the following activities?**

(CIRCLE ONE ON EACH LINE)

	Never/ rarely	Less than once a week	Once or twice a week	Every day or almost every day
a. Using personal computers, not including playing video/computer games	1	2	3	4
b. Working on hobbies, arts, or crafts on your own	1	2	3	4
c. Participating in religious activities	1	2	3	4
d. Participating in youth groups or recreational programs	1	2	3	4
e. Doing volunteer or community service	1	2	3	4
f. Driving or riding around (alone or with friends)	1	2	3	4
g. Talking or doing things with your friends	1	2	3	4
h. Talking or doing things with your mother or father	1	2	3	4
i. Talking or doing things with other adults	1	2	3	4
j. Taking classes (music, art, language, dance)	1	2	3	4
k. Taking sports lessons	1	2	3	4
l. Participating in sports	1	2	3	4

III. YOUR PLANS FOR THE FUTURE

36. **How important is each of the following to you in your life?**

(CIRCLE ONE ON EACH LINE)

		Not important	Somewhat important	Very important
a.	Being successful in my line of work	1	2	3
b.	Finding the right person to marry and having a happy family life	1	2	3
c.	Having lots of money	1	2	3
d.	Having strong friendships	1	2	3
e.	Being able to find steady work	1	2	3
f.	Helping other people in my community	1	2	3
g.	Being able to give my children better opportunities than I've had	1	2	3
h.	Living close to parents and relatives	1	2	3
i.	Getting away from this community	1	2	3
j.	Working to correct social and economic inequalities	1	2	3
k.	Having children	1	2	3
l.	Having leisure time to enjoy my own interests	1	2	3
m.	Getting away from my parents	1	2	3
n.	Becoming an expert in my field of work	1	2	3
o.	Getting a good education	1	2	3

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37. **How far in school do you think your father and your mother want you to go? (BE SURE TO ANSWER BOTH A AND B BELOW FOR PARENTS WITH WHOM YOU LIVE OR WITH WHOM YOU HAVE REGULAR CONTACT).**

(IN EACH COLUMN, CIRCLE THE ONE HIGHEST NUMBER THAT APPLIES)

	A. Father (or male guardian)	**B. Mother (or female guardian)**
Does not apply	00	00
Less than high school graduation	01	01
High school graduation only or GED or its equivalent only	02	02
VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL		
Less than two years of school	03	03
Two years or more of school	04	04
A degree from a vocational, trade, or business school	05	05
COLLEGE PROGRAM		
Less than two years of college	06	06
Two or more years of college (including two-year degree)	07	07
Finish college (four- or five-year degree)	08	08
GRADUATE OR PROFESSIONAL SCHOOL		
Master's degree or equivalent	09	09
Ph.D., M.D., or other professional degree	10	10
Don't know	11	11

38. **As things stand now, how far in school do you think you will get?**

(CIRCLE THE ONE HIGHEST NUMBER THAT APPLIES)

Less than high school graduation 01

High school graduation only 02

VOCATIONAL, TRADE, OR BUSINESS SCHOOL AFTER HIGH SCHOOL

Less than two years of school 03

Two years or more of school 04

A degree from a vocational, trade, or business school 05

COLLEGE PROGRAM

Less than two years of college 06

Two or more years of college (including two-year degree) 07

Finish college (four- or five-year degree) 08

GRADUATE OR PROFESSIONAL SCHOOL

Master's degree or equivalent 09

Ph.D., M.D., or other professional degree 10

Don't know 11

39. **Have any of the following people talked to you about continuing your education?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Your parent(s)	1	2
b.	Your brother(s)/sister(s)	1	2
c.	A teacher	1	2
d.	A school principal	1	2
e.	A school counselor	1	2
f.	A friend	1	2
g.	A relative	1	2
h.	Your minister, priest, or rabbi	1	2
i.	A social worker	1	2
j.	An adult friend or acquaintance outside of school	1	2

40A. **Which of the categories below comes closest to describing the job or occupation that you expect or plan to have when you are 30 years old? Even if you are not sure, circle your best guess.**

(CIRCLE ONLY ONE)

FARMER, FARM MANAGER 01

FULL-TIME HOMEMAKER 02

LABORER such as construction worker, car washer, garbage collector, farm worker 03

MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator 04

MILITARY such as career officer or enlisted person in the Armed Forces 05

OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent 06

OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver 07

OWNER of a small business or restaurant, contractor 08

PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher 09

PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher 10

PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard 11

SALES such as sales representative, advertising or insurance agent, real estate broker 12

SCHOOL TEACHER such as elementary, junior high, or high school, but not college 13

SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor 14

TECHNICAL such as computer programmer, medical or dental technician, draftsperson 15

TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter 16

NOT PLANNING TO WORK 17

WILL BE IN SCHOOL 18

OTHER 19

40B. Do you feel that you have enough skills right now for the job or career that you see yourself holding 5 years from now?

(CIRCLE ONE)

No, I will need additional job training/apprenticeship 1

No, I will need additional work experience/on-the-job-training 2

No, I will need to go to a two- or four-year college or university 3

No, I will need to go to a vocational or trade school 4

Yes, I have enough skills 5

40C. How much education do you think you need to get the job you expect to have when you are 30 years old?

(CIRCLE ONLY ONE)

No high school 00

Some high school 01

High school diploma or GED or its equivalent ... 02

Less than two years of vocational, trade, or business school 03

Two years or more of vocational, trade, or business school 04

A degree from a vocational, trade, or business school 05

Some college education 06

2 year college degree 07

4 or 5 year college degree 08

Graduate degree (Master's or Ph.D.) 09

Professional degree (J.D. or M.D.) 10

Not planning to work 11

IV. MONEY AND WORK

In this section we ask you about the kinds of jobs you have had, the hours you worked and your income from these jobs, and the tie between your training and education and your work. Your answers will help us interpret the results of this survey.

41. ***Whether or not you already have a job,*** **were you looking for a job last week?**

(CIRCLE ONE)

Yes ..... 1 –> GO TO QUESTION 42

No ..... 2 –> SKIP TO QUESTION 43 ON PAGE 29

42. **Have you done any of the following in the last week to find a job?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Checked with state employment agency	1	2
b.	Checked with private employment agency	1	2
c.	Checked with military recruiter	1	2
d.	Checked directly with employer	1	2
e.	Checked with friends or relatives	1	2
f.	Placed or answered ads in newspaper	1	2
g.	Looked in the newspaper classified ads	1	2
h.	Checked with school employment service	1	2
i.	Checked with a community college or university employment service	1	2
j.	Other	1	2

NOW SKIP TO QUESTION 44A ON PAGE 29

43. **Why weren't you looking for a job last week? (If more than one reason, circle the main reason.)**

(CIRCLE ONE)

I already have a job 01

I'd like to go back to school, full-time 02

I have to take care of my children/family 03

I have applied for jobs but was not hired 04

The jobs I think I could get I don't want 05

I don't need the money 06

I don't like to work 07

No jobs are available 08

I lack the necessary skills to get a job 09

Other **(SPECIFY BELOW)** 10

_____

44A. **How many jobs have you held since you last left high school?**

(CIRCLE ONE)

None ..... 00 **SKIP TO QUESTION 48A ON PAGE 40**

One ..... 01 **GO TO QUESTION 44B**

Two ..... 02 **GO TO QUESTION 44B**

Three ..... 03 **GO TO QUESTION 44B**

Four ..... 04 **GO TO QUESTION 44B**

Five or more ..... 05 **GO TO QUESTION 44B**

44B. **Please mark a box for each month during which you worked at all (full- or part-time or were in the military) since you left high school.**

1990	1991		1992
☐ June	☐ January	☐ July	☐ January
☐ July	☐ February	☐ August	☐ February
☐ August	☐ March	☐ September	☐ March
☐ September	☐ April	☐ October	☐ April
☐ October	☐ May	☐ November	☐ May
☐ November	☐ June	☐ December	
☐ December			

NEXT WE WOULD LIKE TO ASK YOU ABOUT TWO JOBS YOU HAVE HAD:

1. YOUR CURRENT JOB OR, IF YOU ARE NOT PRESENTLY EMPLOYED, YOUR MOST RECENT JOB, AND

2. YOUR FIRST JOB AFTER LEAVING HIGH SCHOOL.

FIRST COMPLETE QUESTION 45, PARTS A THROUGH P, FOR YOUR CURRENT OR MOST RECENT JOB, AND THEN COMPLETE ALL OF QUESTION 46 FOR YOUR FIRST JOB AFTER LEAVING HIGH SCHOOL.

IF YOU HAVE HAD ONLY ONE JOB SINCE LEAVING SCHOOL, YOU WILL COMPLETE ONLY QUESTION 45 FOR THAT ONE JOB.

IF YOU ARE OR HAVE BEEN IN THE MILITARY, CONSIDER YOUR ENTIRE MILITARY EXPERIENCE AS ONE JOB.

45. **CURRENT OR, IF NOT CURRENTLY EMPLOYED, MOST RECENT JOB**

IF YOU HAVE (OR MOST RECENTLY HAD) TWO JOBS AT THE SAME TIME, ANSWER THE QUESTIONS BELOW FOR THE JOB YOU HAVE HAD THE LONGEST.

45A. **Which of the categories below comes closest to describing your current or, if presently unemployed, most recent job? Even if you are not sure, circle your best guess.**

(CIRCLE ONE)

FARMER, FARM MANAGER 01

FULL-TIME HOMEMAKER 02

LABORER such as construction worker, car washer, garbage collector, farm worker 03

MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator 04

MILITARY such as career officer or enlisted person in the Armed Forces 05

OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent 06

OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver 07

OWNER of a small business or restaurant, contractor 08

PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher 09

PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher 10

PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard 11

SALES such as sales person, sales representative, advertising or insurance agent, real estate broker 12

SCHOOL TEACHER such as elementary, junior high, or high school, but not college 13

SERVICE WORKER such as hair stylist, child care worker, waiter, domestic, janitor, practical nurse 14

TECHNICAL such as computer programmer, medical or dental technician, draftsperson 15

TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter 16

OTHER (WRITE IN BELOW) 19

_____

45B. **What kind of job or occupation do you have? (WRITE IN BELOW)**

_____

_____

45C. **What kind of business or industry is this job in? (WRITE IN BELOW)**

_____

_____

45D. **What are your main activities or duties on this job? (WRITE IN BELOW)**

_____

_____

_____

_____

45E. **When did you start working at this job? (WRITE IN BELOW)**

|___|___| 19 |___|___|
MONTH YEAR

45F. **Do you still have this job?**

(CIRCLE ONE)

Yes . . . . . 1 **–> SKIP TO 45J ON PAGE 33**

No . . . . . 2 **–> GO TO 45G**

45G. **When did you leave this job? (WRITE IN BELOW)**

|___|___| 19 |___|___|
MONTH YEAR

45H. **Why did you leave this job?**

(CIRCLE THE ONE MOST IMPORTANT REASON)

Job ended (temporary or seasonal job, laid off, or fired) 01

School-related reasons (graduated, school started, school year ended) 02

Quit because job, hours, or pay, etc., unsatisfactory 03

Moved elsewhere 04

Health-related reasons (illness, injury, pregnancy) 05

Other **(WRITE IN BELOW)** 06

_____

45I. Were you without a job AND looking for work right after you left this job?

(CIRCLE ONE)

Yes. . . . . 1 --> **How many weeks were or have you been looking? |__|__| WEEKS**

No 2

45J. How much do/did you earn per hour when you first started this job?

(CIRCLE ONE)

Less than $4.25 01

$4.25 - 6.00 02

$6.01 - 8.00 03

$8.01 - 10.00 04

$10.01 - 12.00 05

$12.01 - 14.00 06

$14.01 - 16.00 07

$16.01 or more 08

45K. How much do you earn per hour currently, or did you earn just before you left this job?

(CIRCLE ONE)

Less than $4.25 01

$4.25 - 6.00 02

$6.01 - 8.00 03

$8.01 - 10.00 04

$10.01 - 12.00 05

$12.01 - 14.00 06

$14.01 - 16.00 07

$16.01 or more 08

45L. **About how many hours a week did or do you *usually* work in this job? (WRITE IN BELOW)**

Hours Per Week: |___|___|

45M. **How did you find this job?**

(CIRCLE THE ONE MOST IMPORTANT CATEGORY)

School employment or placement service	01
Public employment service	02
Private employment agency	03
Newspaper advertisement	04
Checked with employer directly	05
Through a relative	06
Through a friend	07
Civil Service application	08
Union registration	09
Other (WRITE IN BELOW)	10

_____

45N. **In this job are/were you. . .**

(CIRCLE ONE)

An employee of a **COMPANY** or **BUSINESS?**	01
An employee of a **NON-PROFIT** organization or institution?	02
A **GOVERNMENT** employee (federal, state, local)?	03
Self-employed?	04
Working **FOR PAY** in your family's business or farm?	05
Working **WITHOUT PAY** in your family's business or farm?	06
Working **WITHOUT PAY** in a **VOLUNTEER JOB?**	07

45O. How did you learn to do this job?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	In one or more classes in high school	1	2
b.	In a vocational, trade, business, or other career training school	1	2
c.	In an apprenticeship or government training program	1	2
d.	In a junior/community college, or 4-year college or university	1	2
e.	In the Armed Forces	1	2
f.	A co-worker trained me	1	2
g.	I learned by myself	1	2
h.	In a union-sponsored training program	1	2
i.	In an employer-sponsored training program	1	2
j.	I learned at a previous job	1	2
k.	Other **(DESCRIBE BELOW)**	1	2

_____

45P. Have you held any other jobs since you left school?

(CIRCLE ONE)

Yes ..... 1 **–> GO TO QUESTION 46 ON PAGE 36**

No ..... 2 **–> SKIP TO QUESTION 47 ON PAGE 40**

46. **FIRST JOB AFTER LEAVING HIGH SCHOOL.**

IF YOU HAD TWO JOBS AT THE SAME TIME, ANSWER THE QUESTIONS BELOW FOR THE JOB YOU HAD THE LONGEST.

46A. **Which of the categories below comes closest to describing your first job after high school? Even if you are not sure, circle your best guess.**

(CIRCLE ONE)

FARMER, FARM MANAGER 01

FULL-TIME HOMEMAKER 02

LABORER such as construction worker, car washer, garbage collector, farm worker 03

MANAGER such as sales manager, office manager, school administrator, retail buyer, restaurant manager, government administrator 04

MILITARY such as career officer or enlisted person in the Armed Forces 05

OFFICE WORKER such as data entry clerk, bank teller, bookkeeper, secretary, word processor, mail carrier, ticket agent 06

OPERATOR of machines or tools, such as meat cutter, assembler, welder, taxicab/bus/truck driver 07

OWNER of a small business or restaurant, contractor 08

PROFESSIONAL such as accountant, registered nurse, engineer, banker, librarian, writer, social worker, actor, athlete, artist, politician, but not including school teacher 09

PROFESSIONAL such as minister, dentist, doctor, lawyer, scientist, college teacher 10

PROTECTIVE SERVICE such as police officer, firefighter, detective, sheriff, security guard 11

SALES such as sales representative, advertising or insurance agent, real estate broker 12

SCHOOL TEACHER such as elementary, junior high, or high school, but not college 13

SERVICE WORKER such as hair stylist, practical nurse, child care worker, waiter, domestic, janitor 14

TECHNICAL such as computer programmer, medical or dental technician, draftsperson 15

TRADESPERSON such as baker, auto mechanic, housepainter, plumber, phone/cable installer, carpenter 16

OTHER (WRITE IN BELOW) 19

_____

1.6

46B. When did you start working at this job? (WRITE IN BELOW)

|___|___| MONTH 19 |___|___| YEAR

46C. When did you leave this job?

|___|___| MONTH 19 |___|___| YEAR

46D. Why did you leave this job?

(CIRCLE THE ONE MOST IMPORTANT REASON)

Job ended (temporary job, laid off, or fired) 01

School-related reasons (graduated, school started, school year ended) 02

Quit because job, hours, or pay, etc., unsatisfactory 03

Found a better job or was promoted 04

Moved elsewhere 05

Health-related reasons (illness, injury, pregnancy) 06

Other **(WRITE IN BELOW)** 07

46E. Were you without a job AND looking for work right after you left this job?

(CIRCLE ONE)

Yes ..... 1 –> **How many weeks were you looking? |___|___| WEEKS**

No. 2

46F. How much did you earn per hour when you first started this job?

(CIRCLE ONE)

Less than $4.25 01

$4.25 - 6.00 02

$6.01 - 8.00 03

$8.01 - 10.00 04

$10.01 - 12.00 05

$12.01 - 14.00 06

$14.01 - 16.00 07

$16.01 or more 08

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46G. How much did you earn just before you left this job?

(CIRCLE ONE)

Less than $4.25	01
$4.25 - 6.00	02
$6.01 - 8.00	03
$8.01 - 10.00	04
$10.01 - 12.00	05
$12.01 - 14.00	06
$14.01 - 16.00	07
$16.01 or more	08

46H. About how many hours a week did you *usually* work in this job? (WRITE IN BELOW)

Hours Per Week: |___|___|

46I. How did you find this job?

(CIRCLE THE ONE MOST IMPORTANT CATEGORY)

School employment or placement service	01
Public employment service	02
Private employment agency	03
Newspaper advertisement	04
Checked with employer directly	05
Through a relative	06
Through a friend	07
Civil Service application	08
Union registration	09
Other **(WRITE IN BELOW)**	10

_____

46J. In this job are/were you. . .

(CIRCLE ONE)

An employee of a **COMPANY** or **BUSINESS?** 01

An employee of a **NON-PROFIT** organization or institution? . . 02

A **GOVERNMENT** employee (federal, state, local)? 03

Self-employed? 04

Working **FOR PAY** in your family's business or farm? 05

Working **WITHOUT PAY** in your family's business or farm? . . 06

Working **WITHOUT PAY** in a **VOLUNTEER JOB?** 07

46K. How did you learn to do this job?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	In one or more classes in high school	1	2
b.	In a vocational, trade, business, or other career training school	1	2
c.	In an apprenticeship or government training program	1	2
d.	In a junior/community college, or 4-year college or university	1	2
e.	In the Armed Forces	1	2
f.	A co-worker trained me	1	2
g.	I learned by myself	1	2
h.	In a union-sponsored training program	1	2
i.	In an employer-sponsored training program	1	2
j.	I learned at a previous job	1	2
k.	Other **(DESCRIBE BELOW)**	1	2

_____

47. **How much of the money you earn at your current job is spent on each of the categories listed below? (If you are currently unemployed, answer for the last job you had.)**

(CIRCLE ONE ON EACH LINE)

		None of it	Some of it	Most of it
a.	To buy clothes or other things	1	2	3
b.	To go out	1	2	3
c.	To pay for gas and other car expenses	1	2	3
d.	To pay for rent	1	2	3
e.	To purchase food	1	2	3
f.	To pay for my future education	1	2	3
g.	To buy alcoholic beverages	1	2	3
h.	To buy illegal drugs	1	2	3

48A. **Have you participated in a state- or union-sponsored apprenticeship?**

(CIRCLE ONE)

No ..... 1 **--> SKIP TO QUESTION 49A ON PAGE 41**

Yes, I am <u>currently</u> participating in an apprenticeship ..... 2 **--> SKIP TO QUESTION 49A ON PAGE 41**

Yes, I participated in an apprenticeship <u>in the past</u> ..... 3 **--> GO TO QUESTION 48B**

48B. **When did you complete the apprenticeship? (If you did not complete the apprenticeship, circle "1" below.)**

|___|___| 19 |___|___|
MONTH YEAR

I did not complete the apprenticeship 1

49A. Have you participated in a government (federal, state, or local) job training program?

(CIRCLE ONE)

No ..... 1 **-> SKIP TO QUESTION 50A**

Yes, I am currently participating in such a program ..... 2 **-> SKIP TO QUESTION 50A**

Yes, I participated in such a program in the past ..... 3 **-> GO TO QUESTION 49B**

49B. When did you complete the program? (If you did not complete the program, circle "1" below.)

|___|___| 19 |___|___|
MONTH YEAR

I did not complete the program 1

50A. Have you taken any courses by mail or television?

(CIRCLE ONE)

Yes ..... 1 **-> GO TO QUESTION 50B**

No ..... 2 **-> SKIP TO QUESTION 51A**

50B. When did you first start taking courses by mail or television?

|___|___| 19 |___|___|
MONTH YEAR

51A. Since leaving high school, have you served (or are you serving) in the regular Armed Forces, the Reserves, the National Guard, or the ROTC?

(CIRCLE ONE)

Yes ..... 1 **-> SKIP TO QUESTION 52A ON PAGE 42**

No ..... 2 **-> GO TO QUESTION 51B ON PAGE 42**

51B. Since leaving high school, have you tried to enlist in *any* branch of the Armed Forces?

(CIRCLE ONE)

No, and I don't plan to enlist ..... 1 **SKIP TO QUESTION 57 ON PAGE 44**

No, but I plan to try to enlist soon ..... 2 **SKIP TO QUESTION 57 ON PAGE 44**

Yes, I have tried to enlist and was not accepted ..... 3 **SKIP TO QUESTION 57 ON PAGE 44**

Yes, and I am waiting for an answer ..... 4 **SKIP TO QUESTION 57 ON PAGE 44**

Yes, and I have been accepted ..... 5 **SKIP TO QUESTION 57 ON PAGE 44**

52A. In which branch of the Armed Forces did you serve (are you serving)?

(CIRCLE ONE)

Regular Armed Forces (Army, Navy, Air Force, Marines) 1

Coast Guard 2

National Guard or Reserves 3

ROTC 4

52B. When did you begin active duty? (WRITE IN BELOW)

|___|___| MONTH 19 |___|___| YEAR

53A. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

(CIRCLE ONE)

Yes ..... 1 **–> GO TO QUESTION 53B**

No ..... 2 **–> SKIP TO QUESTION 54 ON PAGE 43**

53B. What is the name of the specialized schooling program in which you spent/will spend the longest period of time? (PLEASE PRINT AND DO NOT ABBREVIATE)

NAME OF PROGRAM:

_____

54. Have you taken any courses while in the Armed Forces that...

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Prepared you for the high school equivalency test?	1	2
b.	Prepared you for equivalency tests that can be taken for college credit?	1	2
c.	Were college-sponsored courses which gave college credits?	1	2

55A. Are you *currently* on active duty?

(CIRCLE ONE)

Yes ..... 1 **-> SKIP TO QUESTION 56**

No ..... 2 **-> GO TO QUESTION 55B**

55B. When did you leave? (WRITE IN BELOW)

|___|___| 19 |___|___|
MONTH YEAR

56. What is/was your <u>main reason</u> for joining the Armed Forces?

(CIRCLE ONE)

a. To serve my country 1

b. I needed a job 2

c. To receive training for future jobs 3

d. To receive money for further education 4

e. Other reason 5

V. YOUR OPINIONS ABOUT YOURSELF AND YOUR ATTITUDES

57. How do you feel about each of the following statements?

(CIRCLE ONE ON EACH LINE)

		Strongly agree	Agree	Disagree	Strongly disagree
a.	I feel good about myself	1	2	3	4
b.	I don't have enough control over the direction my life is taking	1	2	3	4
c.	In my life, good luck is more important than hard work for success	1	2	3	4
d.	I feel I am a person of worth, the equal of other people	1	2	3	4
e.	I am able to do things as well as most other people	1	2	3	4
f.	Every time I try to get ahead, something or somebody stops me	1	2	3	4
g.	My plans hardly ever work out, so planning only makes me unhappy	1	2	3	4
h.	On the whole, I am satisfied with myself	1	2	3	4
i.	I feel useless at times	1	2	3	4
j.	At times, I think I am no good at all	1	2	3	4
k.	When I make plans, I am almost certain I can make them work	1	2	3	4
l.	I feel I do not have much to be proud of	1	2	3	4
m.	Chance and luck are very important for what happens in my life	1	2	3	4

58. **Think about how you see your future. What are the chances that . . .**

(CIRCLE ONE ON EACH LINE)

		Very low	Low	About fifty-fifty	High	Very high
a.	You will graduate from high school?	1	2	3	4	5
b.	You will go to college?	1	2	3	4	5
c.	You will have a job that pays well?	1	2	3	4	5
d.	You will be able to own your own home?	1	2	3	4	5
e.	You will have a job that you enjoy doing?	1	2	3	4	5
f.	You will have a happy family life?	1	2	3	4	5
g.	You will stay in good health most of the time?	1	2	3	4	5
h.	You will be able to live wherever you want in the country?	1	2	3	4	5
i.	You will be respected in your community?	1	2	3	4	5
j.	You will have good friends you can count on?	1	2	3	4	5
k.	Life will turn out better for you than it has for your parents?	1	2	3	4	5
l.	Your children will have a better life than you had?	1	2	3	4	5

THE FOLLOWING QUESTIONS ARE IMPORTANT IN ORDER TO UNDERSTAND HOW YOUR RELATIONSHIPS RELATE TO YOUR LIFE. LIKE ALL ITEMS IN THIS QUESTIONNAIRE, THEY ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

59. How many of your friends . . .

(CIRCLE ONE ON EACH LINE)

	None of them	A few of them	Some of them	Most of them	All of them
a. Dropped out of school without graduating?	1	2	3	4	5
b. Have no plans to go to college?	1	2	3	4	5
c. Plan to have a regular full-time job after high school?	1	2	3	4	5
d. Plan to attend a two-year community college or technical school?	1	2	3	4	5
e. Plan to attend a four-year college or university?	1	2	3	4	5

60. Among your close friends, how important is it to . . .

(CIRCLE ONE ON EACH LINE)

	Not at all important	Somewhat important	Very important
a. Attend classes regularly?	1	2	3
b. Study?	1	2	3
c. Play sports?	1	2	3
d. Get good grades?	1	2	3
e. Be popular/well-liked by others?	1	2	3
f. Finish high school?	1	2	3
g. Have a steady boyfriend/girlfriend?	1	2	3
h. Continue their education past high school?	1	2	3
i. Participate in religious activities?	1	2	3
j. Do community work or volunteering?	1	2	3

60. (Cont.) **Among your close friends, how important is it to . . .**

(CIRCLE ONE ON EACH LINE)

		Not at all important	Somewhat important	Very important
k.	Have a regular job?	1	2	3
l.	Get together with friends?	1	2	3
m.	Go to parties?	1	2	3
n.	Have sexual relations?	1	2	3
o.	Use drugs?	1	2	3
p.	Drink alcoholic beverages?	1	2	3
q.	Make money?	1	2	3

61A. **How many of your friends belong to a gang?**

(CIRCLE ONE)

None of them 1
Some of them 2
Most of them 3

61B. **Do you belong to a gang?**

(CIRCLE ONE)

Yes 1
No 2

62. **At what age do you expect to. . .**

(CIRCLE ONE ON EACH LINE)

	Don't expect to do this	Have already done this	Under 18	18-21	22-25	26-29	30 or older
a. Get married?	01	02	03	04	05	06	07
b. Have your first child?	01	02	03	04	05	06	07
c. Start your first regular full-time (not summer) job?	01	02	03	04	05	06	07
d. Live in your own home or apartment?	01	02	03	04	05	06	07
e. Finish your education?	01	02	03	04	05	06	07

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QUESTIONS 63-69, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER. THE FOLLOWING QUESTIONS ARE IMPORTANT IN ORDER TO UNDERSTAND HOW YOUR RELATIONSHIPS RELATE TO YOUR OTHER EXPERIENCES.

63. Did your current spouse leave high school before graduating?

(CIRCLE ONE)

I am not currently married 1

No, he/she is currently attending high school 2

No, he/she graduated from high school 3

No, he/she graduated from high school
and is attending college or vocational/technical school 4

Yes, he/she left high school before graduating 5

64. In your opinion, how important is it to be married before having sexual intercourse?

(CIRCLE ONE)

Not important at all 1

Somewhat important 2

Very important 3

65. Would you consider having a child if you weren't married?

(CIRCLE ONE)

No 1

Maybe 2

Yes 3

Don't know 4

66. Do you have any children of your own?

(CIRCLE ONE)

No, I don't ..... 1 **-> SKIP TO QUESTION 70 ON PAGE 50**

No, but I am expecting one ..... 2 **-> SKIP TO QUESTION 69 ON PAGE 49**

Yes, I do ..... 3 **-> GO TO QUESTION 67 ON PAGE 49**

67. **What are their birthdates? (WRITE IN BELOW)**

Youngest child ..... |___|___| 19 |___|___|
Month Year

Oldest child ..... |___|___| 19 |___|___|
Month Year

68. **How often do the following people help care for your youngest child?**

(CIRCLE ONE ON EACH LINE)

		Never	Some of the time	Most of the time
a.	You	0	1	2
b.	The child's other parent/step-parent	0	1	2
c.	The child's grandparent	0	1	2
d.	Another relative (sister, uncle, aunt, cousin)	0	1	2
e.	A friend	0	1	2
f.	A neighbor	0	1	2
g.	A day care center or preschool	0	1	2
h.	A babysitter at your home or at the babysitter's home	0	1	2

69. **Which of the following best describes your relationship with the father/mother of your youngest child?**

(CIRCLE ONE)

We are married and living together 01
We are married and not living together 02
We are divorced/legally separated 03
We are living together but not married 04
We are dating 05
He/she is no longer living 06
We see each other occasionally 07
We don't see each other any more 08

QUESTIONS 70-75, LIKE ALL ITEMS IN THIS QUESTIONNAIRE, ARE VOLUNTARY. WE HOPE YOU WILL ANSWER EVERY QUESTION, BUT YOU MAY SKIP ANY QUESTION YOU DO NOT WISH TO ANSWER.

70. **How many cigarettes do you usually smoke in a day?**

(CIRCLE ONE)

I don't smoke at all	00
Less than 1 cigarette per day	01
1 to 5 cigarettes a day	02
About 1/2 pack a day	03
More than 1/2 pack but less than 2 packs a day	04
Two packs a day or more	05

IN THE QUESTIONS THAT FOLLOW, "ALCOHOLIC BEVERAGES" INCLUDES BEER, WINE, WINE COOLERS, AND LIQUOR.

71. **On how many occasions (if any) have you had alcoholic beverages to drink?**

(CIRCLE ONE ON EACH LINE)

		0 Occasions	1-2 Occasions	3-19 Occasions	20+ Occasions
a.	In your lifetime	0	1	2	3
b.	During the last 12 months	0	1	2	3
c.	During the last 30 days	0	1	2	3

72. **Think back over the LAST TWO WEEKS. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink).**

(CIRCLE ONE)

None	01
Once	02
Twice	03
Three to five times	04
Six to nine times	05
Ten or more times	06

73. **On how many occasions (if any) have you used marijuana (pot) or hashish (hash, hash oil)?**

(CIRCLE ONE ON EACH LINE)

		0 Occasions	1-2 Occasions	3-19 Occasions	20+ Occasions
a.	In your lifetime	0	1	2	3
b.	During the last 12 months	0	1	2	3
c.	During the last 30 days	0	1	2	3

74. **On how many occasions (if any) have you taken cocaine in any form (including crack)?**

(CIRCLE ONE ON EACH LINE)

		0 Occasions	1-2 Occasions	3-19 Occasions	20+ Occasions
a.	In your lifetime	0	1	2	3
b.	During the last 12 months	0	1	2	3
c.	During the last 30 days	0	1	2	3

75. **In the last semester or term you completed in school, on how many occasions (if any) were you under the influence of the following on school grounds?**

(CIRCLE ONE ON EACH LINE)

		0 Occasions	1-2 Occasions	3-19 Occasions	20+ Occasions
a.	Alcohol	0	1	2	3
b.	Marijuana or hashish	0	1	2	3
c.	Cocaine (including crack)	0	1	2	3

VI. YOUR FAMILY

76A. Which of the following people live in the same household with you?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Father	1	2
b.	Stepfather	1	2
c.	Other adult male (foster father, guardian, other)	1	2
d.	Mother	1	2
e.	Stepmother	1	2
f.	Other adult female (foster mother, guardian, other)	1	2
g.	Your husband/wife	1	2
h.	Your boyfriend/girlfriend	1	2

76B. How many of the following people live in the same household with you?

(CIRCLE ONE ON EACH LINE)

		None	One	Two	Three	Four	Five	Six or more
a.	Brother(s) (including adopted, step- or half-)	00	01	02	03	04	05	06
b.	Sister(s) (including adopted, step- or half-)	00	01	02	03	04	05	06
c.	Your child or children	00	01	02	03	04	05	06
d.	Grandparent(s)	00	01	02	03	04	05	06
e.	Other relative(s) (under 18)	00	01	02	03	04	05	06
f.	Other relative(s) (over 18)	00	01	02	03	04	05	06
g.	Other non-relative(s) (under 18)	00	01	02	03	04	05	06
h.	Other non-relative(s) (over 18)	00	01	02	03	04	05	06

77. **Do you babysit or take care of your own child, younger brothers or sisters, or other younger relatives?**

(CIRCLE ONE)

Yes ..... 1 **–> GO TO QUESTION 78**

No ..... 2 **–> SKIP TO QUESTION 80 ON PAGE 54**

78. **About how many hours *each day* are <u>you</u> responsible for their care?**

(CIRCLE ONE)

Less than 1 hour 01

1 hour, less than 3 hours 02

3 hours, less than 5 hours 03

5 hours, less than 7 hours 04

7 hours, less than 10 hours 05

10 hours or more a day 06

79. **The last year that you were in school, about how many school days did you miss <u>in a typical month</u> because of taking care of your own child, younger brothers or sisters, or other younger relatives?**

(CIRCLE ONE)

None 0

1-2 days 1

3-6 days 2

7-9 days 3

10 days or more 4

80. **Lots of things happen in families that may affect young people. In the last 2 years, have any of the following happened to your family?**

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	My family moved to a new home	1	2
b.	My parents got divorced or separated	1	2
c.	One of my parents got married or remarried	1	2
d.	One of my parents lost his/her job	1	2
e.	One of my parents started to work	1	2
f.	One of my parents got a better job	1	2
g.	I became seriously ill or disabled	1	2
h.	One of my parents died	1	2
i.	A close relative died	1	2
j.	One of my unmarried sisters got pregnant	1	2
k.	One of my brothers or sisters dropped out of school	1	2
l.	My family was on welfare	1	2
m.	My family went off welfare	1	2
n.	A family member became seriously ill or disabled	1	2
o.	A member of my family used illegal drugs	1	2
p.	A member of my family spent time in a drug/alcohol rehabilitation program	1	2
q.	A member of my family was the victim of a crime	1	2

ANSWER QUESTIONS 81 AND 82 ONLY IF YOU CURRENTLY LIVE WITH YOUR PARENT OR GUARDIAN. IN THESE QUESTIONS, "GUARDIAN(S)" MAY INCLUDE FOSTER PARENTS, LEGAL GUARDIANS, OR OTHER OLDER ADULTS LIVING IN YOUR HOUSEHOLD, SUCH AS GRANDPARENTS, WHO ARE RESPONSIBLE FOR YOU.

81. In your family, who makes most of the decisions on each of the following topics?

(CIRCLE ONE ON EACH LINE)

	My parent(s)/ guardian(s) decide them-selves	My parent(s)/ guardian(s) decide after discussing it with me	We decide together after discussing it	I decide after discussing it with my parent(s)/ guardian(s)	I decide by myself
a. How late you can stay out	1	2	3	4	5
b. When you can use the car	1	2	3	4	5
c. Whether you can have a job	1	2	3	4	5
d. How you spend your money	1	2	3	4	5
e. Whether you can drink alcohol in front of them	1	2	3	4	5
f. Whether you can drink alcohol when you are at parties/social gatherings without them	1	2	3	4	5
g. If privileges should be taken away because you used alcohol or drugs	1	2	3	4	5
h. Whether you should go to college or vocational/ technical school	1	2	3	4	5

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82. **How true are the following statements for you and your parent(s)/guardian(s)?**

(CIRCLE ONE ON EACH LINE)

	False	Mostly false	More false than true	More true than false	Mostly true	True
a. My parent(s)/guardian(s) trust me to do what they expect without checking up on me	01	02	03	04	05	06
b. I often do not know WHY I am supposed to do what my parent(s)/ guardian(s) tell me to do	01	02	03	04	05	06
c. I often count on my parent(s)/guardian(s) to solve many of my problems for me	01	02	03	04	05	06
d. I think that I will be a source of pride to my parent(s)/guardian(s) in the future	01	02	03	04	05	06
e. My parents/guardians get along well with each other	01	02	03	04	05	06
f. When I grow up and have a family, it will be similar to my own	01	02	03	04	05	06

83. Did you run away from home for a week or more at any time during the last two years?

(CIRCLE ONE)

Yes 1

No 2

84. How old were you when you were first left alone for one week or longer without others adults in the household? (If you have never been left alone for one week or longer, circle "1" below.) (WRITE IN BELOW)

|__|__| YEARS OLD

I have never been left alone for a week or longer 1

85. How many times have you moved since January 1, 1988?

(CIRCLE ONE)

None 1

1 time 2

2 times 3

3 or more times 4

86. How many times have you changed schools since January 1, 1988? (DO NOT count changes that occurred as a result of promotion to another grade level or a move from a middle school building to a high school building in the same district.)

(CIRCLE ONE)

None 1

1 time 2

2 times 3

3 or more times 4

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NOTE: **The following two questions concern the basic right of self-expression. Your answers will help us interpret the results of the survey. We hope you will answer both questions, but you may leave them blank.**

87. **Do you think of yourself as a religious person?**

(CIRCLE ONE)

Yes, very 1

Yes, somewhat 2

No, not at all 3

88. **In the past year, about how often have you attended religious services?**

(CIRCLE ONE)

More than once a week 01

About once a week 02

Two or three times a month 03

About once a month 04

Several times a year or less 05

Not at all 06

VII. LANGUAGE USE

89. **Is English your native language (the first language you learned to speak when you were a child)?**

(CIRCLE ONE)

Yes ..... 1 **–> SKIP TO PAGE 62**

No ..... 2 **–> GO TO QUESTION 90**

90. **How often do you use your native language with...**
(IF ANY EXAMPLE DOES NOT APPLY TO YOU, PLEASE CIRCLE "Does not apply")

(CIRCLE ONE ON EACH LINE)

		Always or most of the time	About half of the time	Sometimes	Never	Does not apply
a.	Your mother?	1	2	3	4	5
b.	Your father?	1	2	3	4	5
c.	Your brothers and sisters?	1	2	3	4	5
d.	Your friends?	1	2	3	4	5
e.	Your spouse?	1	2	3	4	5

91. **How well do you do the following?**

(CIRCLE ONE ON EACH LINE)

		Very well	Well	Not well	Not at all
a.	Understand spoken English	1	2	3	4
b.	Speak English	1	2	3	4
c.	Read English	1	2	3	4
d.	Write English	1	2	3	4

92A. When you were in school, did you ever receive special help in reading, writing, or speaking English?

(CIRCLE ONE)

Yes ..... 1 **–> GO TO QUESTION 92B**

No ..... 2 **–> SKIP TO QUESTION 93**

92B. Was the special help in the form of . . .

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Individual (one-to-one) tutoring?	1	2
b.	A small group?	1	2
c.	A large group other than your regular class?	1	2
d.	English as a Second Language?	1	2
e.	Bilingual education?	1	2

92C. How much have your English skills improved in the following areas because you participated in special classes or activities?

(CIRCLE ONE ON EACH LINE)

		Not at all	Somewhat	A Great Deal
a.	Understanding spoken English	1	2	3
b.	Speaking English	1	2	3
c.	Reading English	1	2	3
d.	Writing English	1	2	3

93. Thinking back to when you last left school, do you feel that you might have stayed in school if you had better knowledge of the English language?

(CIRCLE ONE)

Yes 1

No 2

94. **How much of a problem do you feel your understanding of the English language is or would be in the following situations?**

(CIRCLE ONE ON EACH LINE)

		No problem at all		Somewhat of a problem		A major problem
a.	Obtaining good grades in high school	1		2		3
b.	Getting hired for a job that you really want	1		2		3
c.	Getting higher pay in a job	1		2		3
d.	Applying to a four-year college	1		2		3
e.	Applying to a two-year community/junior college	1		2		3
f.	Applying to a vocational, technical, trade, or business school	1		2		3
g.	Getting accepted at a four-year college	1		2		3
h.	Getting accepted at a two-year community/junior college	1		2		3
i.	Getting accepted at a vocational, technical, business, or trade school	1		2		3
j.	Getting good grades in college	1		2		3
k.	Getting good grades in vocational, technical, business, or trade school	1		2		3

PERMISSION FORM

This form is to request your signed permission to have the last school you attended give us a copy of your high school transcripts. The information will be used solely for the purposes of this survey. We wish to thank you in advance for your help and cooperation.

SCHOOL RECORD INFORMATION

Please give the NELS:88 Second Follow-Up a copy of my school transcript. The information to be given includes standard test scores, grade point averages, and attendance records.

PRINT NAME_____

Street Address_____

City/State/ ZIP_____

_____
Signature

THANK YOU FOR YOUR COOPERATION.

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

Number	Title	Contact
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

Number	Title	Contact
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

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Number	Title	Contact
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

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Number	Title	Contact
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

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Number	Title	Contact
96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

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Number	Title	Contact
97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

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97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler

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